DOCUMENT RESUME

ED 172 041 CE 022 170

AUTHOR	Rice, Eric; And Others
TITLE	Vocational Education in Correctional Institutions: State-of-the-Art Assessment of Programs in Region IV. Volume I, Final Technical Report.
INSTITUTION	System Sciences, Inc., Chapel Hill, N.C.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Apr 78
CONTRACT	300-76-037
NOTE	208p.; For related documents see CE 013 749 and CE 022 171-172
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Admission Criteria; Adult Students; *Adult Vocational Education; Blacks; Caucasians; Community Cooperation; *Correctional Education; Correctional Rehabilitation; *Corrective Institutions; *Delinquent Rehabilitation; Delinquents; Delivery Systems; Demonstration Programs; Educational Innovation; Females; Instructional Staff; Job Placement; Job Training; Males; *Needs Assessment; Occupational Clusters; Participant Characteristics; Program Administration; Program Budgeting; Program Coordination; Program Costs; Program Development; Program Evaluation; Success Factors; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS	United States (Southeast)

ABSTRACT

To identify the issues, characteristics, barriers, and needs related to vocational education provisions in Southeastern correctional institutions, a project was developed. Survey data was collected through a 100% sample of adult and juvenile correctional facilities in seven states. Study procedures utilized a combination of state level interviews, a general survey of institutions, and site visits to nominated exemplary programs. Issues identifited as major topics of concern were (1) population served, (2) barriers and needs, (3) funding, (4) policy, (5) coordination and cooperation, (6) planning, (7) the organizational structure of the delivery system, (8) the character of existing programs, and (9) the nature of successful/exemplary programs. Major identified personnel needs included the need for counselors, additional vocational and academic teachers, special education teachers, reading specialists, and clerical support. Major identified programmatic needs included the need for a comprehensive follow-up system, a job referral service, and additional space. Furthermore, it was found that the character of vocational programs in terms of populations served, types of programs offered, the status of women, and entry requirements was highly similar to the rest of the nation. (Survey instruments are appended.) (Author/LRA)

ED172041

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Final Report

Project No. 498AH60194
Contract No. 30076037

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: STATE-OF-THE-ART ASSESSMENT OF PROGRAMS IN REGION IV.

Volume I, Final Technical Report

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April 1978

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U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education
Division of Research and Demonstration
Washington, D.C.

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U.S. DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE, Office of Education,
Bureau of Occupational and Adult Education

AUTHORS' ABSTRACT

This study originated in the Part C Research Program of the Bureau of Occupational and Adult Education, U.S. Office of Education, during the Fiscal Year 1976. The primary purpose of the study was to identify the issues, characteristics, barriers, and needs related to the provision of vocational education in southeastern correctional institutions.

Study procedures utilized a combination of state level interviews, a general survey of institutions and site visits to nominated exemplary programs. Survey data were collected through a 100% sample of adult and juvenile state correctional facilities in each of the eight states located in HEW Region IV with the exception of North Carolina.

Principal study findings related to three areas:

(1) Nine issues were identified as major topics of concern. They were: (a) population served; (b) barriers and needs; (c) funding; (d) policy; (e) coordination and cooperation; (f) planning; (g) the organizational structure of the delivery system; (h) the character of existing programs; and (i) the nature of successful/exemplary programs. Greatest attention should be directed at the issues of coordination/cooperation and planning.

(2) Major identified personnel needs included the need for counselors, additional vocational and academic teachers, special education teachers, reading specialists, and clerical support. Major identified programmatic needs included the need for a comprehensive follow-up system, a job referral service, and additional space. It was estimated that an average of over $250,000 a year per adult institution and $400,000 a year per juvenile institution were needed to successfully serve current populations.

(3) The character of vocational programs in terms of populations served, types of programs offered, the status of women, entry requirements, and so forth was highly similar to the rest of the nation.

Considerations for future actions were directed toward issues:

Consideration #1: Departments of Correction and/or Juvenile Services and the State Department of Education and/or Department of Community Colleges and Technical Institutes should jointly develop and enter into interagency agreements designed to insure the highest quality of vocational-technical education and training available to incarcerated populations. Coordination with other agencies such as Vocational Rehabilitation, the Department of Labor and Probation/Parole should also be investigated.

Consideration #2: Comprehensive education programs need to be developed that provide for the entire range of necessary services and the characteristics of incarcerated individuals.

PREFACE AND ACKNOWLEDGEMENTS

Specifications for this research project originated in the Fiscal Year 1976 Research Program of the Office of Education in the form of the Part C Vocational Education Research Program. Personnel in the Research Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, are acknowledged for their assistance. Ms. Velma Brawner and Dr. Jack Wilson provided many helpful suggestions to the project during its initial stages. Dr. Paul Manchak, assigned as Project Officer during the course of the project, was supportive and helpful, especially in working through several key decisions that had to be made during the project period.

The work was performed by Ms. Rose M. Etheridge, Mr. John R. Poe, Jr., Dr. James H. Hughes, Ms. Doris Lange and Mr. Eric Rice in the North Carolina office of System Sciences, Inc.

Grateful acknowledgement is made for the cooperation and suggestions from many educators and corrections officials at local, state and federal levels who provided valuable insights into the practical and theoretical problems posed by the study objectives.

The consultative assistance of Dr. Anne Witte of the University of North Carolina, Dr. Donald Deppe of North Carolina State University and Dr. Robert Pittman of Western Carolina University is acknowledged.

Finally, the project could not have been conducted without the efforts and assistance of the local education directors, corrections officials and vocational education teachers throughout the Southeast who participated in the study. Their willingness to share their ideas and opinions on this important issue will help to improve vocational education programs for correctional institution populations in the Southeast. A special note of thanks is extended to Dr. Oscar Millican of the Texas Education Agency as well as to the Windham School District of the Texas Correctional System for their assistance in this study.

ER 1978

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INTRODUCTION

STATEMENT OF NEED

Corrections in the United States is in a dilemma. Faced with increasing inflation, budget cuts, rising crime rates, competing philosophies and public indifference and misunderstanding, the purposes and goals of corrections have become increasingly difficult to discern and act upon. One cannot be certain if corrections exists for the purpose of retention, rehabilitation, retribution, reintegration, deterrence or protection.

To the degree that the purposes are rehabilitation and reintegration, education and particularly vocational preparation activities have become increasingly important because the key to success in life outside institutions is education. This is not to imply that education can solve all human problems; however, marketable skills coupled with the ability to read and write greatly enhance the probability that an individual released from a correctional institution will become a contributing member of society.

Unfortunately, the educational and particularly the vocational education needs of populations housed in correctional institutions have too often been neglected as a foci for research activity. This situation exists in spite of the continuing belief in the benefits of education and in spite of the thousands of persons who are released from correctional institutions each year, relatively few of whom have received the kinds of training while incarcerated that would enable them to compete successfully for jobs.

A logical first step in attending to the vocational education needs of incarcerated individuals is a state-of-the-art assessment of correctional vocational education that will serve to establish the extent, potential, need and character of existing programs in selected correctional institutions. For this particular study, the selected institutions were adult and juvenile, state-administered correctional institutions located in HEW Region IV, the Southeastern United States.

Relatively little research attention has been directed to the general questions and issues of vocational education in correctional institutions. The most notable studies remain: (a) the 1966 manpower document, "Training Needs in Correctional Institutions"; (b) the 1972 Neff study, "Vocational Education in State and Federal Institutions in the U.S."; (c) the 1973 Western Interstate Commission for Higher Education survey entitled "Educational Programs and Adult Correctional Institutions: A Survey"; (d) the 1973 "Guide to Correctional Vocational Training: The First National Sourcebook"; (e) the 1974 Battelle study, "Vocational Preparation in U.S. Correctional Institutions: A 1974 Survey" and (f) the 1976 workshop/study, "Improvement of Occupational Education in the Federal Bureau of Prisons."

Each of these studies made a contribution to the field of correctional vocational education and research. Among the findings derived through these research activities and applicable to this project were such disclosures as: (1) most prisons have been more concerned with providing work activities for prisoners than with providing training; (2) the role of vocational education relative to other education and other prison activities has been relatively diminished and of less importance; and (3) a relatively small percentage of total inmate or offender populations have been involved in vocational education programs.

Unfortunately, none of the earlier studies addressed the key problem for this study--a comprehensive, current assessment of the need, potential, character and extent of vocational programs in southeastern correctional institutions. Further, each of the prior studies referenced above was subject to one or more limitations that hindered the application of their information to the target issue and populations. Limitations included: (1) outdated specific information; (2) inappropriate or faulty methodology; (3) failure to concentrate specifically on the topic of vocational education in correctional institutions; (4) failure to address and/or collect data from or about the southeast or from or about both adult and juvenile institutions; (5) failure to gather comprehensive programmatic information as opposed to individual information; (6) failure to outline the major issues that must be addressed in order to make vocational education

more effective; and (7) limited applicability of collected data for program planning and policy development.

The primary need for planning and implementing effective policy and programs of vocational education in the southeast was the need to construct a current, comprehensive, quantified description of the total picture of vocational education in southeastern correctional institutions. This picture had to include issue identification, need quantification, problem presentation and description of current programs.

GOAL AND OBJECTIVES

The primary goal of this research project was to develop a thorough description of vocational education in correctional institutions located in HEW Region IV. The specific objectives developed to achieve the goal and meet the need were as follows:

1) Produce a major data and knowledge base of information about vocational education in correctional institutions, thereby filling a critical gap in the research literature on vocational education.

2) Define, describe, and quantify the characteristics of vocational education provided in all public correctional institutions, adult and juvenile, located in HEW Region IV, the southeastern United States.

3) Delineate, and place in sharp perspective, those issues which require resolution in order to more adequately serve the target population.

4) Describe and characterize typical organizational arrangements for vocational education programs in correctional institutions in the southeast.

5) Illustrate innovative vocational education procedures, techniques and practices in use in programs located in the target institutions that have potential for transportability to other institutions.

6) Generate recommendations which address the question of how vocational education in correctional institutions can be more effective.

EXPECTED BENEFITS

The results of this research activity constitute the initial development of an information base pertaining to vocational education in correctional institutions in the southeast. In addition, results add current information about the southeast to the slowly emerging national data base on the same subject. The data serve as the basis for policy recommendations and program development as well as identify and quantify key issues that must be addressed as correctional vocational education grows. Lastly, through structured dissemination procedures, the information has been communicated directly to the states in order that there be potential for impact at federal and state levels. In sum, this research project, a state-of-the-art assessment, is a critical first step in a long-range program to meet the needs of the target population and the larger society.

METHODS AND PROCEDURES

GENERAL APPROACH

A series of data and information collection activities utilizing interview, survey and document analysis techniques were employed for this research activity. The variety of techniques was necessitated by virtue of the breadth of project objectives, most particularly, the need to create a comprehensive data/information base pertaining to vocational education in southeastern correctional institutions. Figure 1, An Overview of Methods and Procedures for Data Collection, presents the specifications for each phase of data collection activity. The figure depicts information about collection methods, sources of data, number of respondents and topics and/or purposes of each activity. The remainder of this chapter provides a more detailed description of these procedures as well as an outline of data analysis procedures and study limitations.

STATE INFORMATION

State level information was particularly critical to those study objectives that addressed: (1) the organizational arrangements for providing vocational education; (2) the delineation and exploration of major issues concerning provision of effective vocational education in correctional settings; and (3) the illustration of innovative techniques, practices and procedures useful in the provision of effective vocational education in correctional settings.

Information was collected through site visits to state offices of corrections, youth services/offender rehabilitation and vocational education in each of the southern states. Interviewed officials included adult and juvenile state superintendents, associate and assistant superintendents, directors of education, directors of prison industries and maintenance/service operations, directors of research, directors of support services, directors of vocational education, board of parole personnel and liaison personnel within the state department of public instruction and community colleges.

DATA COLLECTION ACTIVITIES	INFORMATION			
	Collection Method	Source of Data	Number of Respondents	Topics and Purposes of the Activity
Literature Review	Access of bibliographic systems for pertinent information. (Manual and automated)	• ERIC/CIJE System • AIM/ARM • Smithsonian Information Exchange • Law Enforcement/ Criminal Justice	200 Articles	1) Identification of major issues. 2) Development of baseline data for compari purposes.
State Information	A series of state level, site visit interviews	State Level Officials • Adult corrections • Youth services/ rehabilitation • Vocational education	Officials in each of these agencies in every state	1) Articulation of the overall delivery sys for vocational education to the target populations. 2) Description of the organizational struct typifying vocational education. 3) Securement of necessary clearances for i struments and procedures, nominations of exemplary programs and letters of suppor endorsement from state officials.
General Survey	Institutional mail survey and phone follow-up	Institutional Officials • Director of Education/ Vocational Education • Director of Maintenance and Service Operations • Director of Prison Industries	73 Institutions	1) Characterization of vocational educatior grams that serve the target populations. 2) Delineation of the purposes, roles and p for/of vocational education in correctic institutions. 3) Description of typical funding arrangeme and expenditures related to vocational education for the target population. 4) Quantification of needs and barriers related to the provision of vocational edu cation to target populations. 5) Portrayal of the typical organization arrangements, including agency coordinat cooperation related to the provision of vocational education to the target popul tion.

Fig. 1. Overview of Methods and Procedures for Data Collection

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DATA COLLECTION ACTIVITIES	INFORMATION			
	Collection Method	Source of Data	Number of Respondents	Topics and Purposes of the Activity
Exemplary Program Review	Institutional site visits to interview personnel from the nominated programs.	Institutional Persons • Program Director • Instructors • Inmates/ Offenders • Employers • Warden/ Superintendent	21 Institutions	1) Description of the shared and unique characteristics of exemplary programs. 2) Characterization of institutionalized individuals participating in exemplary programs. 3) Description of perceived needs and characteristics of instructors of exemplary programs. 4) Enumeration of contact persons at each exemplary program.

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Fig. 1. Overview of Methods and Procedures for Data Collection (Continued)

In addition to interview information, additional data were collected by phone and gleaned from descriptive printed materials. Officials in each state proved to be helpful, able participants. The general outline of the interview guide used during this phase of the project is included in Appendix B, Research Instruments.

GENERAL SURVEY

The major data collection activity of the project centered on the general survey. The survey addressed the objectives of: (1) creating a major knowledge base of information about vocational education in the southeast; (2) defining and quantifying the principal characteristics of the target vocational programs; and (3) delineating the major issues, needs and barriers related to the provision of vocational education within southeastern correctional institutions.

Survey data were collected through a mail survey technique with a 100% sample of adult and juvenile state correctional facilities in each of the eight states located in HEW Region IV with the exception of North Carolina. In North Carolina data were collected from all juvenile institutions; however, due to the large number and great diversity of adult facilities as well as due to the similarity of a related, contemporary study, "Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina," survey data were not collected from North Carolina's adult institutions. Instead, state level compilations and information were derived through the related vocational education needs study, as applicable. Data analysis techniques took these events, as well as the disparity between numbers and types of institutions among states, into account when deriving regional data.

The general survey included several procedures to facilitate a high rate of return including: (1) securing letters of support, endorsement and encouragement from state level officials in adult services, juvenile services and vocational education; (2) mailing an introductory letter to each institution announcing the study, explaining study objectives, procedures and benefits, defining expectations pertaining to participation and suggesting an overall project timetable; (3) mailing questionnaires to a

single institutional representative who assumed responsibility for distributing and collecting the various parts; (4) following-up the mailing with phone calls to insure that the questionnaire was received, to clarify expectations and questions and to encourage response; and (5) mailings of additional forms, when requested.

Return rates for the general survey revealed that these procedures were successful and suggested that, due to the high return, the data represented a comprehensive picture of vocational education in southeastern correctional institutions. The return rate for adult questionnaires was 96% with fifty-one institutions responding; the return rate for juvenile questionnaires was 79% with twenty-two institutions responding.

The survey questionnaire consisted of three parts, one each for vocational education, prison industry and maintenance and service operations. Each of these parts included a set of general questions that focused on the provisions for and relations of vocational education, and a set of questions that focused on the more specific requirements of various programs. The questionnaires were developed from information about major issues and baseline data derived through the literature and research review.

The instruments were subjected to expert review by consultants who were specialists in criminal justice, specialists in survey design and corrections officials. The format, wording of items, types of data requested, sequencing of items and general presentation of materials were evaluated. In addition, a pilot of the instruments involving state and local correctional and educational officials was conducted in a southern state located outside HEW Region IV. Particular concerns for the pilot included the availability of data, the clarity of questions and the usefulness of questions both to project objectives and individual state data needs. The instruments were revised based upon the results of the two evaluations.

In addition to the two reviews noted above, officials within each state also reviewed the survey instruments. This review provided an opportunity to add additional data items of interest for particular states, to revise the wording of questions to reflect definitional differences

between states and to eliminate items that did not receive clearance from particular states. These revisions were incorporated into the instruments on a state-by-state basis. Copies of the general survey instruments are included in Appendix B, Research Instruments.

EXEMPLARY PROGRAM REVIEW

The exemplary program review was designed to address the objective of illustrating innovative procedures, techniques and practices, used within target institutions and that had transportability to other institutions. Particular attention was given to program elements and other variables that seemed to contribute to high in-program success and high or successful post-release employment. The site visit instruments also were designed to provide supplemental information that expanded data from the general survey in order to generate recommendations about how to render vocational education within correctional institutions more effective. Topics considered to be too complex to deal with efficiently in the general survey were addressed during the site visits.

The site visits were conducted by two-person teams of experienced vocational education researchers. The visits were of one and two days duration. Team members participated in a one-day training session prior to initiation of visits in order to clarify expectations, to discuss the protocol and to review the data collection instruments and procedures on a question-by-question and step-by-step basis.

Sites were selected through a nomination procedure that utilized state officials of adult corrections, youth services and vocational education. Officials were asked to nominate the three vocational programs at the adult level and the three vocational programs at the juvenile level that they considered to be the most successful/innovative/effective programs. Successful/innovative/effective was chosen as the operational definition of exemplary because emphasis centered on examination of critical generic variables that contributed to program success in order to derive useful information about those variables for other settings. Nominations were cross-referenced and scored according to rank; programs with the highest

nomination scores were selected. Nominations also were stratified according to type of security in an attempt to insure a mix of maximum, medium and minimum security sites. However, differing state definitions of security grades, coupled with "topping-off" programs that mix grades of security rendered this stratification less useful than had been anticipated. The stratification did not eliminate any of the nominated sites; however, it did require that several additional sites be visited.

Site visit plans and instruments were cleared with state level officials in advance. Schedules for data collection, observation and interviews were arranged in advance. Visitation dates were coordinated for cost effective travel.

Site visit plans specified that interviews be conducted with the warden/superintendent, the director of education and/or vocational education and a series of inmate participants in the exemplary training program. In addition, plans specified that a guided group interview was to be administered to the vocational instructors of exemplary programs and that phone interviews were to be conducted with a sample of employers of past program graduates. In general, this schedule was followed; however, several deviations were necessary, particularly with regard to inmates and employers, due to varying state laws and regulations.

Site visit instruments were developed from specifications derived through the research and literature review as well as preliminary data collected during the general survey. Instruments were subjected to expert review by correctional officials and consultants with expertise in criminal justice. In addition, the instruments were reviewed by officials in each state. Questionnaires, interview guides and procedures were revised in accordance with results of these expert reviews. Copies of these instruments are included in Appendix B, Research Instruments.

RESEARCH QUESTIONS

A variety of research questions were formulated, in keeping with major study objectives, to guide data collection and data analysis procedures. The research questions posed included the following:

1) What are the major issues that require attention in the continued and improved delivery of vocational education in southeastern correctional institutions?

2) What are the major barriers inhibiting the provision of vocational education in southeastern correctional institutions?

3) What are the principal needs associated with the provision of vocational education to the target populations?

4) What types of delivery systems are employed, at state and local levels, in adult and juvenile programs, to provide vocational education services in southeastern correctional institutions?

5) How can programs that provide vocational education to populations in southeastern correctional institutions be characterized? Particular concerns include courses taught, services offered, numbers of students enrolled/waiting, the status of women, program development, equipment, degrees, evaluation, time requirements, curriculum, special populations served, entry requirements and participation.

6) What are the general characteristics of inter- and intra-agency coordination and cooperation as they pertain to vocational education? Such characteristics include interaction patterns, relations with other institutional programs, community relations, planning and the provision of coordinated services.

7) What is the role of vocational education in the overall role of corrections for southeastern institutions?

8) What are the goals, purposes and priority of vocational education within the correctional system and within local institutions?

9) What are the typical funding arrangements and spending patterns pertaining to the provision of vocational education for the target populations?

10) How much additional money is needed, and in what areas, to effectively serve the target populations?

11) What pertinent demographic data are available about incarcerated persons as they relate to vocational education?

12) What are the critical variables associated with effective vocational education programs? Particular concerns include inmate characteristics; program techniques, procedures and services; instructor qualities; in-program success, and the relationship to high post-release employment and employer satisfaction.

DATA ANALYSIS

Study objectives mandated the use of descriptive statistics in order to depict quantitatively pertinent information about the needs, barriers and program elements related to the provision of vocational education within

southeastern adult and juvenile correctional institutions. Frequencies, means and percentages were often used to present data outcomes and to express comparisons with baseline data. Study data were compilations derived for the region by treating each state as a single entity. This procedure required deriving mean figures for all pertinent data items for each state; regional findings were produced by combining the mean scores on each item for all states at both the juvenile and adult levels. Derivation of state means for each item was necessary due to the wide disparity in numbers or institutions within different states.

The overall data analysis and data presentation plan followed from the study objective of producing a comprehensive data base concerning vocational education in southeastern correctional institutions. Comparisons with national and/or baseline data were offered where possible. The 1975 Battelle study, "Vocational Preparation in U.S. Correctional Institutions: A 1974 Survey," was used for baseline data comparisons. Data presentation included narrative description as well as a mixture of tables, graphs and case study/anecdotal examples.

LIMITATIONS OF THE STUDY

There are limitations on the usefulness of the results of the study, based on factors beyond the control of the contractor and on assumptions necessary to conduct the research project. These limitations include the following:

1) The data are assumed to be valid and complete for each responding institution.

2) It is assumed that the individual who completed the forms was knowledgeable and/or received sufficient assistance to provide valid and reliable responses, especially for those questions that address advantages, motive and reasons for actions of a particular group of people.

3) In some instances, particularly in the financially related questions, the data were sometimes either incomplete or noncomparable. Efforts were made to rectify these difficulties; still, some data proved unusable.

4) It was assumed that responses from the several missing institutions would not have significantly altered study findings. Attempts were made to insure the highest possible return rate.

RESULTS AND FINDINGS

The results and findings have been organized around the critical issues that emerged as topics for in-depth analysis during the conduct of the study. Identification of critical issues was one of the overall study objectives; it occurred as a result of the clustering of information around various research questions and objectives. The identified issues were: (1) populations served; (2) barriers and needs; (3) funding; (4) policy; (5) coordination and cooperation; (6) planning; (7) the organizational structure of the delivery system; (8) the character of existing programs; and (9) the nature of successful/exemplary programs.

Findings pertaining to each issue except the issue of the nature of successful or exemplary programs have been presented in the following chapter under the appropriate subheadings. Presented information includes data collected during each phase of the research activity in narrative and tabular form as well as a general characterization of each issue that synthesizes and interprets the data. Findings include both adult and juvenile corrections information, but the discussions and tables distinguish between the two. Findings pertaining to the issue of the nature of successful and exemplary programs have been presented in a separate document, Keys for Improving Your Vocational Program: A Review of Exemplary Programs in Southeastern Correctional Institutions, volume two of this Final Report.

Findings presented in the results discussions are compilations of data from each of the eight states. Mean responses from each state were considered equal in creating regional data in order to overcome the problem of the wide differences in numbers of institutions within states. Wherever possible, data were quantified in order to provide an empirical basis for characteristics and conclusions. Sources of all interview data are not identified in order to maintain stipulated confidentiality of sources and information.

GENERAL NATURE OF THE FINDINGS

In general, study findings documented the character of vocational education in southeastern correctional institutions and were supportive of the efforts of the various systems and institutions toward that end. A variety of vocational programs were being offered within the institutions with a high percentage of inmates and offenders being served. There was evidence of a continuing commitment to vocational education at state and local levels. There was a particularly strong desire to strengthen programs among administrators and teachers at the local level. There were, however, several issues that must be attended to in order to increase the effectiveness of vocational education for incarcerated individuals. Of particularly critical importance were attention to the issues of policy and coordination and cooperation.

POPULATION SERVED

In order to describe the character of training programs in southeastern correctional institutions, data on the populations served were collected. The underlying concern was to describe the basic demographic characteristics of those inmates served in vocational education programs in southeastern correctional institutions.

The adult institutions surveyed, exclusive of North Carolina, reported housing over 30,000 inmates while the juvenile institutions reported serving approximately 4,000 offenders. The smaller number of juvenile offenders reported by juvenile officials was due to (1) a smaller percentage of juvenile institutions responding to the survey questionnaire and more importantly, (2) the prevailing philosophy of most juvenile systems which emphasized alternative methods to institutionalization for dealing with young offenders; institutionalization was reported to have been a last resort.

The majority of adult inmates were reported to have been males (92 percent) with females comprising only 8 percent of the inmate population. The percentage of females in southeastern correctional institutions slightly

exceeded the national average of 3 to 4 percent. In the surveyed juvenile institutions, the percentage of female offenders, 16 percent, exceeded the percentage in adult institutions even though substantially fewer females than males were institutionalized.

In adult institutions, white inmates comprised 44 percent of the inmate population whereas blacks comprised 55 percent of the population. The percentage of blacks was slightly higher than the national average of 51 percent of the total inmate population. The remaining 1 percent of inmates consisted mainly of individuals with Spanish surnames. The social composition of juvenile institutions was similar to that of adult institutions with blacks and whites about equally represented. The overall racial distribution in surveyed institutions was strikingly disproportionate to that of the general population where blacks contributed only about 11 percent.

Approximately 41 percent of all adult inmates in the responding institutions were reported to have been between the ages of twenty and thirty years old with 15 percent falling within the eighteen to twenty year old group and 16 percent falling within the thirty to forty years old age group. The majority of juveniles, 58 percent, were reported to have been between the ages of fifteen and seventeen years old although 26 percent were under fifteen years of age.

For the reporting adult institutions, approximately 65 percent of all inmates remained institutionalized for between one and three years. Nationally, the average length of stay for an adult was reported to have been two years. The length of stay for juveniles in the institutions involved in the survey was even shorter; for over 70 percent of the population, the average stay was less than one year. This compared favorably with the reported national average of eight months. By comparison, only 26 percent of the adult offenders were reported to have stayed for less than one year.

Over 13,000 adult inmates were reported to have been involved in some type of formal educationally related training program in a full-time or part-time capacity. Over 65 percent of these persons were involved in some academic training program that included basic education, remedial education,

high school and equivalency work, or college level instruction. Over 40 percent were involved in formal vocational programs. Almost 60 percent were involved in a maintenance and service program that had vocational aspects. Twenty percent were involved in prison industry programs that included vocational training aspects. Approximately 1 percent were involved in work release and less than one half of one percent were involved in study release programs. Interview information revealed that public non-support and disdain were at the heart of the unpopularity of work release and work study programs. Administrators reported that study release was particularly unpopular due to the idea that the lawbreaker was benefiting from public education in the community at the local taxpayers' expense.

Similar to the adult pattern, academic education received the greatest emphasis in juvenile institutions. The majority of juveniles were concentrated in academic programs. Vocational programs involved the next greatest number of students, 42 percent, yet still considerably smaller than academic programs. Few juveniles were involved in prison industries due to the small number of facilities that operated programs, labor laws, and compulsory school laws. A similar pattern of non-participation applied to maintenance and service operations for juveniles although it was greater than that for prison industries. Some facilities reported using maintenance and service operations as an adjunct to their vocational training program. Several adult institutions combined maintenance and services in a similar fashion; however, adult systems were much more likely to have assigned higher priority status to industry or maintenance and service operations than to vocational training. Such priority ranking inhibited the provision of vocational education.

The surveyed facilities reported substantial variance among institutions concerning the number of inmates and waiting lists for vocational programs. Many institutions reported that keeping such lists was not done as a matter of policy. Among those that did keep such records, 3 percent of eligible inmates were reported to be on waiting lists. The percentage was identical for reporting juvenile institutions.

Few of the surveyed programs offered training programs for special needs populations, particularly handicapped inmates. Only 29 percent of

the responding adult institutions reported offering such services while 41 percent of the juvenile institutions offered such programs. Among the special populations served in adult programs were illiterates, learning disabled, visually handicapped, GED candidates, socially maladjusted, considerably older inmates, educably mentally retarded and trainably mentally retarded. At the juvenile level, the special needs populations reported to have been served included those with reading deficiencies, computational deficiencies, GED candidates, public-school-identified handicapped children, and low socio-economic status offenders. Most of the suggested categories and definitions for "special target populations" were used loosely and were vaguely defined.

BARRIERS AND NEEDS

The identification and quantification of barriers to and needs for the provision of successful and effective vocational education in southeastern correctional institutions was a logical first step in a comprehensive assessment of need designed to produce information upon which to base policy and program development. Needs were addressed through the survey in terms of: (1) personnel needs; (2) programmatic needs; and (3) quantification of identified needs. Barriers were addressed through use of the nominal group technique with the directors of correctional vocational education at both the juvenile and adult levels and several survey questions. The data suggested that expressed barriers and needs could be characterized in the following manner:

(1) Perceived barriers were consistent across most administrators at adult levels and most administrators at juvenile levels. Further, the barriers were addressed to issues and corresponded to the issues addressed in the study;

(2) Administrators had a good idea of what their programs needed, in terms of most critical needs; further, they were able to quantify the needs as personnel positions and dollars;

(3) The most critical needs demonstrated some difference in perspective between adult and juvenile officials; and

(4) The most critical needs provide planning data for involved agencies; they suggested priorities for and barriers to success.

The most critical barriers have been presented by level of institution in Figure 2, Perceived Barriers to the Provision of Successful Vocational Education in Correctional Institutions. As noted in the figure, the levels of priority and policy were perceived to have been the most critical barriers by administrators of adult programs as well as one of the important barriers for juvenile administrators. Other important barriers at the adult level included the lack or fragmentation of funding and the isolation of the program from other corrections functions, other agencies, and the community. Additional barriers included the lack of certain programmatic elements such as job placement.

At the juvenile level, the lack of programmatic elements were perceived as having been the most critical barrier. Of particular concern were the lack of appropriate guidance and counseling services, the lack of a follow-up program, and the lack of remedial programs. Other important barriers at the juvenile level included the lack of priority for vocational education, fragmented funding, and program isolation.

A second procedure used to identify potential barriers to the provision of vocational education was the ranking of perceived barriers to program participation by inmates. As noted in Table 1, the major institutional barriers at the adult level were insufficient space and funds, lack of program openings, other institutional assignments, and lack of institutional or system incentives. Major inmate or personal considerations that functioned as barriers at the adult level included lack of qualifications of inmates, lack of inmate interest, and an inability to meet minimum academic requirements.

At the juvenile level, the major institutional barriers were lack of overall program, insufficient space and facilities, lack of program

Figure 2. Perceived Barriers to the Provision of Vocational Education in Correctional Institutions

Adult and/or Juvenile Barriers	
Rank	Barrier
1	Lack of clarity regarding the role, purposes and policies of vocational education.
2	Frangmentation of funds as well as overall paucity of fiscal resources.
3	Lack of information access and dissemination system.
4	Lack of classification system to match inmates and programs.
5	Isolation of institutions and programs from community and from other institutions.
6	Relative deemphasis of vocational education when compared to other institutional priorities.
7	Lack of research and evaluation.
8	Lack of after care and follow-up programs.
9	Inadequate job placement and development program.
10	Lack of pre-service and in-service staff development.

Adult Barriers	
Rank	Barrier
1	Lack of emphasis and priority at the local institution level.
2	Inadequate facilities and space.
3	Lack of commitment to vocational education at the state program level.
4	Inadequate levels of funding, especially when compared to public education.
5	Lack of adequate job placement.
6	Lack of adequate teacher skills, especially in the area of motivation.
7	Lack of empirical evidence to support premise that vocational education makes a difference.
8	Lack of public awareness of the importance of vocational education to the incarcerated individual.
9	Lack of follow-up on graduates.
10	Lack of interagency coordination.

Figure 2. Perceived Barriers to the Provision of Vocational Education in Correctional Institutions (continued)

Juvenile Barriers	
Rank	Barrier
1	Lack of diagnostic testing and guidance services.
2	Lack of funds for construction of vocational facilities.
3	Inappropriate or indifferent attitudes of legislatures toward correctional institutions.
4	Lack of adequate time student spends while within institutions.
5	No continuum of treatment services from initial decision through release.
6	Lack of follow-up program.
7	Lack of effective remedial program to correct basic skill deficiencies.
8	No Federal channels of communication or agreement between institutions and departments of education.
9	Lack of equal opportunities for female offenders.
10	Low institutional priority for vocational education.

Table 1

PERCEIVED BARRIERS TO PROGRAM PARTICIPATION

Reasons	Adult		Juvenile	
	Mean	Rank	Mean	Rank
Institutional Considerations				
1. Insufficient funds	2.53	5	2.56	5
2. Insufficient space and facilities	2.07	1	2.27	2
3. Insufficient materials and curriculum	3.26	7	2.41	4
4. Insufficient administrative interest	3.64	8	4.0	9
5. Lack of program openings	2.19	2	2.31	3
6. Length of stay too short	2.54	6	2.76	6
7. Other priority assignments in institution	2.51	3	3.14	7
8. Lack of institutional/system incentives	2.51	3	3.41	8
9. Other	No rept.	9	2.20*	1
Inmate/Personal Considerations				
1. Custodial or security	2.99	4	3.00	3
2. Lack of inmate interest	2.49	2	3.00	3
3. Inmates are underqualified	2.48	1	3.29	5
4. Inmates are overqualified	3.57	7	3.52	6
5. Inability to meet minimum academic requirements	2.85	3	2.76	2
6. Peer pressure against participation	3.44	6	3.55	7
7. Lack of priority/incentives compared to other programs	3.08	5	3.61	8
8. Other	No rept.	8	2.42	1

* Lack of program and priority.

openings, and insufficient materials and curriculum. Major personal considerations that functioned as barriers at the juvenile level included an inability to meet minimum academic requirements, lack of offender interest, and custodial or security considerations.

In trying to convert barriers into needs, administrators suggested that both personnel and programmatic needs were critical. Table 2 depicts the criticality of need for each suggested personnel category for juvenile and adult programs. As noted in the table, vocational and educational counselors was, by far, the most critical adult need when such need was considered separately. Three other high critical needs were identified including: (1) the need for vocational teachers; (2) the need for special education teachers; and (3) the need for clerical staff. There was little consensus across programs and states concerning the relative criticality of the other personnel needs.

Within juvenile programs, six personnel needs were identified as very critical for most programs. The most critical need was for vocational teachers. This was followed, in order of importance, by the need for reading specialists, academic teachers, special education teachers, tutoring specialists, and appropriate clerical support.

The need for vocational teachers, special education teachers, and appropriate clerical support was shared by juvenile and adult programs. However, for some personnel positions such as tutoring specialists, vocational/educational counselors, and institutional parole officers, major differences were noted between adult and juvenile institutions in terms of perceived need. For example, vocational/educational counselor was the most important adult need while it was only the ninth most important juvenile need. The reverse was true of tutoring specialists which were of major importance for juvenile programs but of almost no importance for adult programs.

When asked to quantify personnel needs in terms of numbers of additional positions of each type required in order to successfully serve the current population, program administrators indicated that they needed some

Table 2

MEAN RANKING OF IMPORTANCE OF PERSONNEL NEEDS FOR EACH INSTITUTION

Personnel Needs	Criticality of Need			
	Juvenile		Adult	
	Mean	Rank	Mean	Rank
Academic Teachers	2.32	2*	1.94	6
Chaplains	1.43	16	1.15	18
Classification Officers	1.32	20	1.54	12
Clerical Supports	2.07	5*	2.06	3*
Curriculum Specialists	1.61	12	1.08	20
Institutional Parole Officers	1.07	22	1.96	5
Instructional Media Specialists	1.43	16	1.24	16
Librarians	1.43	16	1.58	10
Line Workers	1.39	19	1.28	15
Occupational Therapists	1.86	8	1.56	11
Psychologist/Counselors	1.68	10	1.74	8
Reading Specialists	2.32	2*	1.90	7
Research/Evaluation Specialists	1.46	14	1.16	17
Social Workers	1.64	11	1.50	13
Sociologists	1.29	21	1.07	22
Special Education Teachers	2.25	4*	2.06	3*
Staff Development Personnel	1.89	7	1.12	19
Tutoring Specialists	2.07	5*	1.08	20
Vocational and Educational Counselors	1.82	9	2.31	1*
Focational Rehabilitation Counselors	1.57	13	1.67	9
Vocational Teachers	2.57	1*	2.08	2*
Work/Study Release Staffs	1.46	14	1.44	14

* Most critical needs when all needs were considered together

1 = unimportant; 4 = very important

additional personnel in almost every category. As noted in Table 3, Estimated Average Number of Positions Needed Per Institution to Provide Successful Vocational Education to Trainees, the greatest number of positions needed in adult programs corresponded with the personnel categories that were picked as the most critical needs. For example, for the most critical adult personnel need, the need for vocational and educational counselors, it was estimated that 1.56 additional positions were needed per institution. In terms of vocational teachers, 1.86 additional positions were estimated to have been needed per institution. The estimate for additional special education personnel was 1.31 positions per institution while it was 1.24 positions per institution for additional institutional parole officers. Taken together, it was estimated that approximately fourteen additional personnel were needed per institution to adequately/successfully serve the present adult populations.

At the juvenile level, approximately seventeen and one-half positions per institution were estimated to have been necessary to successfully provide vocational education to present populations. As with adult programs, there was a general correspondence between the most critical needs and the greatest quantification of need. For example, the most critical juvenile need was for additional vocational teachers; it was estimated that 1.83 additional positions were needed per institution. For the second most critical need, academic teachers, 1.83 additional positions were estimated to have been needed per institution. Other major personnel needs included 1.63 tutoring specialists per institution; 1.06 staff development specialists per institution; and 1.05 clerical support personnel per institution.

In terms of programmatic needs, administrators of adult programs suggested considerable consensus concerning which needs were most critical. The most critical need was for additional shop and laboratory space. This was followed, in order of importance, by the need for additional classroom space, the need for a systematic follow-up procedure, the need for a functional community and employee referral system, the need for individualized instructional materials, the need for raw materials, the need for tools,

Table 3

ESTIMATED AVERAGE NUMBER OF POSITIONS NEEDED PER INSTITUTION TO PROVIDE SUCCESSFUL VOCATIONAL EDUCATION TO TRAINEES

Personnel Needs	Quantification of Need*	
	Juvenile	Adult
	Mean	Mean
Academic Teachers	1.83	.75
Chaplains	.33	.20
Classification Officers	.50	.59
Clerical Supports	1.05	.76
Curriculum Specialists	.75	.24
Institutional Parole Officers	.50	1.24
Instructional Media Specialists	.25	.24
Librarians	.25	.40
Line Workers	1.17	.56
Occupational Therapists	.55	.37
Psychologist/Counselors	.55	.79
Reading Specialists	.90	.75
Research/Evaluation Specialists	.50	.23
Social Workers	.67	.51
Sociologists	.75	.20
Special Education Teachers	.67	1.31
Staff Development Personnel	1.06	.31
Tutoring Specialists	1.63	.12
Vocational and Educational Counselors	.67	1.56
Vocational Rehabilitation Counselors	.50	.40
Vocational Teachers	1.83	1.86
Work/Study Release Staff	.51	.43
TOTALS (Number of positions)	17.42	13.82

* Number of positions per institution

and the need for community and employer visitation. The relative importance of each suggested programmatic need has been depicted in Table 4.

At the juvenile level, the most critical need was for additional tools and equipment. This need was followed, in order of importance, by the need for (1) a systematic follow-up procedure; (2) additional raw materials; (3) a community and employer referral service; (4) additional shop and laboratory space; (5) additional classroom space; and (6) teacher in-service.

There was substantial correspondence between those needs judged to have been most important by adult and by juvenile directors. For example, a systematic follow-up procedure, a community and employer referral service, teacher in-service training, tools and equipment, shop space and classroom space were the critical needs at both levels.

When asked to estimate the dollar costs required to purchase and/or remedy these needs, administrators suggested dollar figures for all needs except the need for interagency coordination which they did not know how to cost. As noted in Table 5, the greatest dollar estimates were for the needs of more classroom space, more shop and laboratory space, tools and equipment, structural modification, a learning laboratory, and individualized instructional materials. Some of the most critical needs such as a systematic follow-up procedure were estimated to have been relatively inexpensive when compared to the criticality of the need. The total estimate of programmatic needs per institution at the juvenile level was over $137,000; at the adult level, the total estimate per institution was over $53,000. The difference was attributable in large measure to the needs of juvenile programs for additional classroom space, shop and laboratory space, and structural modifications.

Administrators were asked to indicate which three personnel needs they thought were most critical and which three programmatic needs they judged as most critical. These results have been presented in Table 6. As noted in this table, the most critical needs parallel the importance ratings of individual needs presented earlier in this chapter. The single

Table 4

MEAN RANKING OF IMPORTANCE OF PROGRAMMATIC NEEDS FOR EACH INSTITUTION

Programmatic Needs	Criticality of Need			
	Juvenile		Adult	
	Mean	Rank	Mean	Rank
a. Community/Employer Referral Service	2.21	4*	2.39	4*
b. Follow-up Survey	2.32	2*	2.43	3*
c. Program Planning and Development	1.50	15	2.04	15
d. Advisory Committee Work	1.21	31	1.73	23
e. Community/Employer Surveys	1.39	20	2.06	13
f. Assessing Community Resources	1.39	20	1.92	16
g. Program Evaluation and Research	1.75	9	1.91	17
h. Program Administration	1.14	33	1.43	32
i. Staff Supervision	1.32	26	1.31	33
j. Interagency Coordination	1.36	23	1.44	31
k. Teacher In-Service	2.04	6*	2.15	9*
l. Community/Employer Visitation	1.39	20	2.30	6*
m. Needs Assessment	1.64	12	1.84	20
n. Raw Materials	2.25	3*	2.30	6*
o. Task Analysis of Occupations	1.36	23	1.57	28
p. Field Trips	1.46	18	1.83	21
q. Tools and Equipment	2.36	1*	2.22	8*
r. Audio-Visual Materials	1.68	11	2.09	11
s. Remedial Materials	1.57	13	1.93	15
t. Furniture and Furnishings	1.36	23	1.74	22
u. Teaching Games/Working Models	1.50	15	1.73	23
v. Minority Culture Oriented Materials	1.32	26	1.89	18
w. Individualized Instructional Materials	1.57	13	2.35	5*

(continued)

Table 4 (continued)

MEAN RANKING OF IMPORTANCE OF PROGRAMMATIC NEEDS FOR EACH INSTITUTION

Programmatic Needs	Criticality of Need			
	Juvenile		Adult	
	Mean	Rank	Mean	Rank
x. Maintenance and Repair (Equipment)	1.75	9	2.12	10*
y. Routine Classroom Materials	1.11	34	1.64	25
z. Printed Materials	1.18	32	1.50	30
aa. Structural Modifications	1.96	8	1.58	27
bb. Shop/Lab Space	2.14	5*	2.49	2*
cc. Classroom Space	2.00	7*	2.61	1*
dd. Facilities Maintenance	1.32	26	1.87	19
ee. Office Space	1.32	26	1.57	28
ff. Learning Lab	1.50	15	2.05	14
gg. Curriculum Lab	1.43	19	2.07	12
hh. Model Environment	1.32	26	1.61	26

* Most critical needs

1 = unimportant; 4 = very important

Table 5

ESTIMATED DOLLARS NEEDED PER INSTITUTION TO PROVIDE SUCCESSFUL VOCATIONAL EDUCATION TO TRAINEES

Programmatic Need	Quantification of Need* (in dollars)	
	Juvenile	Adult
a. Community/Employer Referral Service	$ 3,625.00	$ 1,632.00
b. Follow-up Survey	8,675.00	2,650.00
c. Program Planning and Development	1,500.00	1,082.00
d. Advisory Committee Work	450.00	56.00
e. Community/Employer Surveys	4,500.00	267.00
f. Assessing Community Resources	500.00	131.00
g. Program Evaluation and Research	2,500.00	1,370.00
h. Program Administration	0.00	667.00
i. Staff Supervision	7,500.00	0.00
j. Interagency Coordination	No idea	No idea
k. Teacher In-Service	3,400.00	294.00
l. Community/Employer Visitation	250.00	83.00
m. Needs Assessment	2,375.00	98.00
n. Raw Materials	2,688.00	872.00
o. Task Analysis of Occupations	250.00	No idea
p. Field Trips	750.00	0.00
q. Tools and Equipment	14,333.00	7,110.00
r. Audio-Visual Materials	2,831.00	621.00
s. Remedial Materials	2,233.00	2,734.00
t. Furniture and Furnishings	625.00	806.00
u. Teaching Games/Working Models	225.00	809.00
v. Minority Culture Oriented Materials	0.00	128.00
w. Individualized Instructional Materials Materials	5,138.00	3,293.00
x. Maintenance and Repair (Equipment)	1,417.00	1,322.00

(continued)

Table 5 (continued)

ESTIMATED DOLLARS NEEDED PER INSTITUTION TO PROVIDE SUCCESSFUL VOCATIONAL EDUCATION TO TRAINEES

Programmatic Need	Quantification of Need* (in dollars)	
	Juvenile	Adult
y. Routine Classroom Materials	$ 0.00	$ 454.00
z. Printed Materials	0.00	252.00
aa. Structural Modifications	21,000.00	1,504.00
bb. Shop/Lab Space	13,600.00	6,515.00
cc. Classroom Space	24,000.00	9,192.00
dd. Facilities Maintenance	250.00	1,628.00
ee. Office Space	0.00	295.00
ff. Learning Lab	8,750.00	3,650.00
gg. Curriculum Lab	3,500.00	1,341.00
hh. Model Environment	750.00	2,500.00
TOTALS	$137,4[illegible]5.00	$53,356.00

* Additional funds per institution to meet present need

Table 6

MOST IMPORTANT NEEDS FOR ALL ADMINISTRATORS

Personnel Needs	
Juvenile	Adult
Vocational Teachers	Vocational and Educational Counselors
Reading Specialists	Vocational Teachers
Vocational and Educational Counselors	Academic Teachers
Academic Teachers	Reading Specialists
Clerical Support	Vocational Rehabilitation Counselor
Special Education Teacher	Clerical Support
Staff Development Personnel	Psychologist/Counselor
Programmatic Needs	
Juvenile	Adult
Teacher In-Service Training	Shop/Lab Space
Tools and Equipment	Classroom Space
Structural Modifications	Follow-up Survey
Classroom Space	Tools and Equipment
Program Planning and Development	
Follow-up Survey	
Community/Employer Referral Service	

exception was the increased emphasis on teacher in-service training at the juvenile level.

Taken together, these data suggested that vocational education was a concern at both adult and juvenile levels; further, the provision of successful vocational education required resolution of several personnel and programmatic barriers. For example, the critical need for reading specialists and special education teachers supported the study finding that administrators viewed illiteracy to have been one of their major barriers to providing successful vocational education. The need for a systematic follow-up procedure, as well as the need for community and employer referral procedures and community/employer visitation suggested that the lack of program evaluation and community involvement were critical barriers to be overcome. The need for a wide range of support personnel such as tutors, counselors, and special education teachers suggested that the lack of comprehensive programs was a barrier to provision of successful vocational education. Thus, the specification of needs and barriers provided immediately useful information for future program planning and revision.

FUNDING

The issue of funding was complex because of the differing size of institutions, differing types of delivery systems and differing availability of cost data. The issue was characterized as follows:

(1) Greatly varying between institutions and states;

(2) Especially complicated because no one knows how much it costs to successfully serve inmates with vocational education; and

(3) A topic in which imaginative and specific attention has not been proportional to the topic's importance.

At the adult level, the spending level per institution ranged from a high of over nine million dollars in one very large institution to a low of one half million dollars annually in several small institutions. The

median expenditures were two to three million dollars a year per institution for total expenditures.

At the juvenile level, total institutional budget per institution ranged from a high of almost eight million dollars to a low of one hundred thousand dollars. The median expenditures ranged from one to two million dollars per institution.

Much more important than total institutional expenditures were the amounts spent on educational services and the distribution patterns within these expenditures. Surprisingly, for those adult institutions that had both vocational and academic programs, the expenditures of the vocational programs usually had higher budgets than did the academic programs by a factor of two dollars to one dollar. Vocational education expenditures averaged about 8 to 10 percent of the total institutional budgets for adult institutions or between one and two hundred thousand dollars per institution. Approximately 37 percent of vocational education expenditures were used to provide instructional salaries. Approximately 35 percent of vocational expenditures were used to meet administrative expenses. Twenty percent of these funds were expended on instructional materials while support services required 5 percent of the total and staff development took 3 percent of the total.

Spending percentages for the academic programs were somewhat similar except that the total dollar amounts were less and the percentages were weighted more in favor of instructional salaries. Institutional salaries averaged 60 percent of average expenditures; administrative expenses accounted for 25 percent of the expenses while instructional materials expenses accounted for 9 to 10 percent of the expenses.

All reporting programs reported some expenditures for instructional salaries, administrative expenses and instructional materials. A number of programs did not spend any funds for support services or staff development.

At the juvenile level, the emphasis was placed on academic programs. Dollar expenditures within academic programs exceeded those for vocational

programs by a factor of almost four dollars to one with vocational expenditures averaging $90,000 per institution and academic programs averaging $388,000 per institution. Importantly, this meant that between 25 and 40 percent of most institutional budgets at the juvenile level were expended on educational programs; the vocational programs accounted for between 5 and 12 percent of that total.

Within vocational programs, approximately 70 percent of the expenditures were used for instructor salaries. Ten percent of the expenditures went for support services; 12 percent were expended on instructional materials; and the remainder was spent on staff development and program administration costs. The percentage expenditures for the academic programs were virtually identical to the expenditures for vocational education.

Administrators, when asked to quantify need, suggested some broad range of additional resources necessary in their estimation to successfully serve their current population. If the average cost of a personnel position was assumed to be $15,000 per year, then adult administrators estimated needing almost $207,000 in personnel positions, coupled with over $53,000 in equipment, curriculum, and other programmatic elements in order to meet current demands. This means that the range estimate of need exceeded $260,000 per adult institution.

At the juvenile level, this figure was considerably greater. Juvenile administrators estimated needing over $137,000 per institution for program elements such as curriculum, follow-up surveys, tools and equipment, and classroom space. In addition, these administrators estimated that some $261,000 per institution was needed to meet personnel requirements. Taken together, this meant that the estimate of need exceeded $400,000 per institution to successfully serve present populations.

Administrators were asked to indicate the sources of their funding in order to determine which sources were utilized and to what extent. Findings pertaining to this question have been depicted in Table 7, Percentage of Programs Using Various Funding Sources. As noted in the

Table 7

PERCENTAGE OF PROGRAMS USING VARIOUS FUNDING SOURCES

Sources of Funding	Institutional Level	
	Adult (n = 52)	Juvenile (n = 20)
1. Correctional Institutional Budget	75%	90%
2. State Department of Education	6%	25%
3. State Department of Community Colleges/Technical Institutes	3%	5%
4. State Department of Human Services	7%	5%
5. Law Enforcement Assistance Administration	12%	14%
6. ESEA Title I	14%	25%
7. Social Security Administration	2%	No rept.
8. Vocational Rehabilitation	10%	14%
9. Comprehensive Employment Training Act	16%	25%
10. Individual Community College/Technical Institute/University	8%	No rept.
11. Private Corporation	4%	No rept.
12. Civic Clubs/Organizations	14%	14%
13. State Department of Vocational Education	8%	9%
14. State Department of Special Education	0%	0%
15. Direct Federal Grant	14%	9%

table, there is great diversity in the types of resources used. However, the diversity and percentages also were indicative of a situation that could be characterized as one in which many potentially useful sources had been or were being ignored. The reasons for having ignored the sources included unawareness about the availability of the source and unfamiliarity with how to access funds from the source. Some sources such as the Law Enforcement Assistance Administration, Vocational Rehabilitation services, the Comprehensive Employment Training Act funds, and State Departments of Education seemed to be relatively untapped sources of funds by many correctional institutions.

POLICY

The issue of vocational education policy emerged as a critical issue. Principal concerns with regard to policy included the topics of goals, purposes, and priorities of vocational education within the correctional system and within local institutions. Findings within each level of analysis suggested that the state-of-the-art with regard to vocational education policy within corrections could be characterized as:

(1) Too often, a neglected concern;

(2) A vital aspect in the provision of successful vocational education to inmates in effective programs; and

(3) An area in which recent efforts have begun to make headway in a manner that holds potential for the future.

Policy can be defined as a definite course or method of action, including strategies, selected from among alternatives within the light of given conditions. Policy is used to guide and determine present and future decisions; clarify expectations, roles and responsibilities; and, provide explanation, encouragement and direction for developent of day-to-day operations.

Traditionally, the development of policy concerning the provision of vocational education to incarcerated populations has been a low priority item. This situation has resulted from several factors including: (1) lack of consensus concerning the possible role and function of corrections among correctional officials as well as the general public; (2) competing and antithetical philosophies between divisions within corrections such as security and education; and (3) the traditional position of education as a service in corrections.

Administrators were asked to describe the principal mission of their institution in terms of its articulated goals and purposes. The two most frequently cited goals for adult institutions were security and rehabilitation with each goal having been suggested as the primary mission in approximately 32 percent of the institutions. Academic and vocational training was the third most frequently cited major goal with the administrators of approximately 19 percent of the institutions reporting that this was the primary mission of their institution. Other suggested missions included prevention of crime and protection of society, drug and alcohol rehabilitation, counseling, and developing motivation.

Within juvenile institutions only approximately 70 percent of the responding institutions completed this question. Few clear patterns emerged among broad categories of responses. Rehabilitation, training, and successful reintegration each received support as the primary mission in 25 percent of the institutions. Within the other 25 percent of the institutions, a variety of principal missions received support including the prevention of recidivism, retention, and change in offender attitudes.

Administrators were asked to indicate how vocational education fit within the goals of the institution. As noted in Table 8, such training spanned the range of possible priorities from most important priority to a status of non-priority. In the majority of instances, vocational education was viewed as an important training priority within the context of rehabilitation. In 18 percent of the cases, vocational education was

Table 8

PRIORITY OF VOCATIONAL EDUCATION AT THE ADULT LEVEL

Priority	Percentage of Institutions at Priority Level (n = 45)
1. Top priority most important	18% (8)
2. Moderately important priority, part of rehabilitation	56% (25)
3. Average priority	11% (5)
4. Restricted priority	9% (4)
5. Low priority	7% (3)

Table 9

RANKING OF IMPORTANCE OF GOALS FOR VOCATIONAL EDUCATION

Goals	Rating of Importance	
	Adult (n = 45)	Juvenile (n = 15)
1. Develop specific job skills	1.15	1.70
2. Place inmates on a job upon release	2.03	2.55
3. Develop inmates' personal and social skills	2.09 2.09	1.68 1.68
4. Provide a means of evaluating an inmate for parole/probation	2.56	3.29
5. Provide inmates with constructive activities	2.08	2.15
6. Training for prison industries	3.72	3.67
7. Training for maintenance and service operations	3.25	3.49
8. Provide an income for inmates while institutionalized	3.53	3.67
9. Safety valve to direct energies	2.55	3.27
10. Meet specific legal requirements	2.81	3.21
11. Other	2.5	(NA)

1 = very important; 4 = no importance

viewed as the top priority. In 7 percent of the institutions, vocational education was the lowest priority program.

At the juvenile level, the data were not as clear. Administrators in two institutions indicated that vocational training was the top priority; an equal number of administrators indicated that vocational education was the lowest priority. The vast majority of administrators, 79 percent, rated vocational training as an average priority, part of the total program.

The last of the questions directed to the issue of policy was a general assessment of the goals of vocational education. Table 9 depicts the findings from this analysis. As noted in the table, at the adult level, the goal rated as most important for vocational education was the development of a specific skill. This goal was substantially more critical than any other goal. Several other goals were rated as important including placing the inmate upon release, developing inmates' personnel and social skills, and providing inmates with constructive activities while incarcerated. Several goals such as vocational education within the exemplary programs was one major difference between exemplary and non-exemplary programs. While all instructors and program directors usually felt that other considerations such as security were given prominence, most exemplary program personnel felt that their programs were relatively well supported by the institution and corrections system. Within exemplary programs themselves, instructors felt that their programs received comparatively high support from local program directors and corrections officials when compared to other programs.

In addition to support, exemplary programs also were characterized as programs with clearly articulated and written purposes, goals and objectives; further, there was a clear educational--not just correctional--program through which to achieve the goals and objectives. This did not imply that all goals and purposes were identical. However, there was similarity among goals of all exemplary adult level programs as well as similarity among goals of all juvenile level programs. Due to the short tenure of students in juvenile institutions, the program goals for most juvenile vocational

programs were to develop the following: (1) basic work skills, (2) positive work habits, and (3) positive work attitudes.

In adult institutions, students were older and their sentences longer. In addition, students from adult institutions would more likely be entering the job market immediately upon release. For these reasons, the majority of adult institutions with exemplary programs appeared to have adopted the following three priorities for their vocational training programs: (1) preparing the inmate with job entry skills; (2) preparing the inmate for on-the-job training; and (3) preparing the inmate for entrance into a postsecondary vocational-technical program.

COOPERATION AND COORDINATION

Traditionally, those who provide services to incarcerated individuals have been employed within the department of corrections and have been isolated from other service agency personnel in a fashion analogous to the isolation of the prison population. Even within corrections, representatives of different divisions or sections have functioned independently more frequently than in coordination. This situation has existed in spite of the advantage that might be gained from increased coordination. As a result, this issue became one of increasing importance as the study progressed. The question of interest dealt with the characteristics of inter- and intra-agency coordination. Of particular concern were characteristics such as interaction patterns, relations with other institutional programs, and community relations. In general, the findings suggested that coordination and cooperation could be characterized as follows:

(1) Relatively few formal contacts and regularly used channels of communication existed between officials and personnel in other state agencies with related responsibilities;

(2) Within institutions, few formal relations exist between vocational personnel and personnel responsible for other correctional functions;

(3) There is potential for the development of working relationships, at least within corrections, between vocational education, prison industries, and maintenance and service operations for the expanded provision of vocational education to correctional populations; and

(4) Effective coordination for progress with a variety of agencies was perceived to have been a critical factor in those programs judged by state officials to have been the most successful programs.

Vocational administrators were asked to indicate the number of contacts their program personnel had with personnel from other agencies that have similar responsibilities. Findings, as depicted in Table 10, indicated that relatively few contacts were made between vocational personnel and other agency personnel during the specified time period. For example, at the adult level, relatively few contacts occurred between corrections vocational personnel and personnel from any other group. The greatest number of contacts occurred for vocational rehabilitation personnel with an average of 6 contacts per training year. Other contacts of note included interaction with the family of inmates, employment security commission personnel, four-year university personnel, and state department of public instruction vocational personnel, each of which averaged about 4 contacts per year. Officials from other agencies such as juvenile personnel from State Departments of Human Resources, Law Enforcement Assistance Administration personnel, adult education personnel, and special education personnel were rarely contacted even though many of these agencies would seem to have had expertise and services that could have been valuable to vocational education in corrections. Infrequent contact also characterized the relationship between correctional vocational personnel and personnel from other agencies such as local schools, vocational advisory committees, and personnel from other state correctional officials.

At the juvenile level, administrators reported more frequent contact with more agencies than had been reported by their counterparts within

Table 10

NUMBER OF CONTACTS BETWEEN VOCATIONAL PERSONNEL AND PERSONNEL FROM OTHER AGENCIES WITH RELATED RESPONSIBILITIES

Other Agencies and Contacts	Number of Contacts Per Year					
	Adult			Juvenile		
	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency
1. State Dept. of Public Instruction, Vocational Educational Personnel	3.9	50%	50%	10.7	50%	50%
2. Vocational Rehabilitation Personnel	22.4/6.0*	55%	45%	7.1	67%	33%
3. CETA Representatives	2.5	58%	42%	1.2	33%	67%
4. Family of Inmate	4.5	67%	33%	15.8	80%	20%
5. Local School Official (Secondary)	1.4	65%	35%	2.2	67%	33%
6. State Level Community College/ Technical Institute Personnel	2.5	42%	58%	1.9	No rept.	No rept.
7. Dept. of Human Resources/Human Services Personnel	0.3	65%	35%	19.3	50%	50%
8. Volunteers	3.9	55%	45%	5.9	50%	50%
9. Chambers of Commerce	0.5	72%	28%	0.0	50%	50%
10. Employment Security Commission Personnel	4.4	80%	20%	2.2	50%	50%
11. Vocational Advisory Committee Personnel	2.3	38%	62%	2.0	25%	75%
12. State Dept. of Public Instruction, Special Education Personnel	0.4	38%	62%	2.0	25%	75%

(continued)

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Table 10 (continued)

NUMBER OF CONTACTS BETWEEN VOCATIONAL PERSONNEL AND PERSONNEL FROM OTHER AGENCIES WITH RELATED RESPONSIBILITIES

Other Agencies and Contacts	Number of Contacts Per Year					
	Adult			Juvenile		
	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency
13. Social Security Administration Personnel	2.1	40%	60%	0.5	80%	20%
14. Local Community College/Technical Institute Personnel	0.8	43%	57%	0.5	70%	30%
15. Vocational Educators from Other Correctional Institutions	2.0	50%	50%	2.5	50%	50%
16. State Correctional Department Vocational Education Officials	3.9	37%	63%	10.8	33%	67%
17. 4-Year College/University	4.2	54%	46%	1.4		
18. Adult Education Association of U.S.A.	0.4	29%	71%	0.0	No rept.	No rept.
19. LEAA	0.4	50%	50%	0.3	No rept.	No rept.
20. Other	0.3	No rept.	No rept.	0.0	No rept.	No rept.

* Rate when adjusted to remove one state which had an unusually high number of contacts per training period.

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adult institutions. For example, more than 10 contacts per year were reported for personnel within four agencies, including the state department of public instruction, vocational education personnel, families of the offenders, the department of human resources or of human services personnel and the state corrections department vocational education officials. Contact frequency equivalent to the contact of officials in adult institutions was reported for personnel from two agencies and organizations, vocational rehabilitation and volunteers from within the community. There were, however, some persons and agencies with whom infrequent contact was the accepted pattern. These included officials of vocational advisory committees for the institution, local community college and technical institute personnel, law enforcement administration officials, CETA representatives, chambers of commerce officials, and personnel from other correctional institutions.

Administrators within adult programs were asked to indicate the percentage of contact initiated by their program personnel as well as the percentage of contact initiated by personnel from the other agency. Findings revealed that, in large measure, the correctional personnel were responsible for the majority of contacts initiated by their program with representatives from other organizations. This finding held for contacts with all agencies except vocational advisory committees, the state department of public instruction, division of special education, the Social Security Administration, local community colleges and technical institutes, and state correctional department vocational education officials. At the juvenile level, contacts were reported to be evenly divided in most instances. When there was a difference between who initiated contact the difference usually favored correctional education officials as the instigators. Taken together, these findings suggested that while correctional education can be characterized as isolated, the officials within those programs have made initial efforts to overcome the isolation and continue to carry the burden in terms of pursuit of services and assistance from other agencies and organizations.

Within specific institutions, interview data suggested that few formal relations existed between vocational personnel and personnel responsible

for other correctional functions. Officials suggested that this situation resulted from the lack of formal policy and the failure to specify goals, objectives and purposes of vocational training within the overall mission of the institution. As a result officials often found themselves in a situation in which vocational education programs were viewed unfavorably as compared with the goals of security. Further, vocational officials had little recourse through which to address this particular situation.

This is not to suggest that the potential for the development of working relationships between various functions within the single correctional institution or between agencies within correctional departments at the state level are not possible. Indeed, study data suggested that the development of such relations was both possible and highly desirable. In addition, survey data suggested that the goals and purposes of vocational education while not identical to the goals and purposes of prison industry nor maintenance and service operations certainly were complementary to those functions. For example, findings pertaining to the ranking of importance for the goals of prison industries have been presented in Table 11. As depicted in that table, the most important goal of prison industry for adult institutions was the development of a specific job skill for employment of the inmate upon release. Other important goals included the development of inmate work habits and systematic instruction in work values and attitudes. Each of these goals was directly transferable as an objective for vocational education. Even other important goals of prison industries such as the third most important goal, reduction of costs of incarceration to the state, and the fourth important goal, providing a quality product at a profit, were not antithetical to vocational education.

At the juvenile level, few data were available concerning the goals of prison industries because prison industry was not usually considered a juvenile function. Interestingly, from those several programs that did return data, the prison industry goals were highly similar to the goals of vocational education. The most important specific goals were teaching work values and attitudes as well as developing work habits.

Table 11

RANKING OF IMPORTANCE OF GOALS OF PRISON INDUSTRIES

Goals of Prison Industry	Ranking of Importance			
	Adult		Juvenile	
	Mean Rank	Rank	Mean Rank	Rank
1. Develop specific job skills for employment upon release	1.6	1	Not applicable	5
2. Provide income for inmate while in prison	7.6	8		6
3. Develop inmates' work habits	2.9	2		2
4. Reduce cost of incarceration to state	4.5	3		3
5. Provide a quality product at a profit	5.4	4		4
6. Provide a means of evaluating an inmate for parole	5.4	4		7
7. Relieve boredom and/or fill inmates' time with activity	7.2	7		8
8. Teach work values and attitudes	5.4	4		1
9. Other	0.0	9		9

Table 12

RANKING OF IMPORTANCE OF GOALS OF MAINTENANCE AND SERVICE OPERATIONS

Goals of Prison Maintenance and Service	Ranking of Importance			
	Adult		Juvenile	
	Mean Rank	Rank	Mean Rank	Rank
1. Develop specific job skills for employment upon release	4.6	4	3.4	4
2. Provide income for inmate while in institution	8.0	8	7.6	8
3. Develop inmates' work habits	3.0	2	2.7	2
4. Reduce cost of incarceration to state	3.7	3	6.4	6
5. Perform a necessary service for the facility	1.4	1	2.2	1
6. Produce a quality product at a profit	9.0	10	8.2	9
7. Provide a means of evaluating inmates for parole	5.9	7	5.4	5
8. Relieve boredom and/or fill inmates' time with activity	5.1	6	7.2	7
9. Teach work values and attitudes	5.0	5	3.2	3
10. Other	8.8	9	8.3	10

The goals of prison maintenance and service operations were not as conducive as the goals of prison industry to a match with vocational education; however, the goals were not prohibitive to the development of a coordinated program of vocational education and maintenance and service operations. For example, as noted in Table 12, the goal of developing an inmate's work habits was the second most important goal for maintenance and service operations within adult institutions. In addition, the goal of developing specific job skills for employment upon release was the fourth most important goal of maintenance and service operations; the goal of teaching work values and attitudes was the fifth most important goal of adult maintenance and service operations. The most important goals, performing a necessary service for the facility and reducing the cost of incarceration to the state, would not necessarily exclude the provision of vocational training through maintenance and service operations.

At the juvenile level, the goals of maintenance and service were even more conducive to provision of vocational training than at the adult level. The second, third, and fourth most important goals at the juvenile level, developing an inmate's work habits, teaching work values and attitudes, and developing specific job skills for employment upon release fit directly with the goals of vocational education. Again, the notion of performing a necessary service for the facility was the most important goal at the juvenile level.

Other study findings suggested additional ways in which prison industries and maintenance service operations could be coordinated with vocational education for positive results. For example, the maintenance and service operations as well as the prison industry operation were reported to have been slightly larger than vocational education in terms of slots available. Therefore, coordinated programs would increase the potential for vocational education to be provided to a larger number of inmates. Among other promising practices within prison industries that would encourage the development of a coordinated program were the manner in which inmates were provided with additional training in order to insure that they

have the skills to perform their assigned jobs properly and the way in which trainees progress was assessed. More specifically, respondents indicated that systematic on-the-job development as well as assignment as a team member in order to learn modeling behavior were the two major ways in which new trainees were provided systematic on-the-job instruction. Progress was assessed through product inspection, through inspection by supervisors, and through written testing. In both of these instances prison industry programs would be beneficial components to work information that vocational training attempts to teach.

Such findings did not obscure existing difficulties to providing coordinated programs. These barriers were reported to exist formally and informally in terms of practice and policy. For example, within approximately 50 percent of the surveyed institutions, an inmate who participated in prison industry became ineligible to participate in vocational training programs offered by other departments within the institution. In addition, in only approximately 20 percent of the total prison industry operations could inmates receive educational credit for participation in those operations. The situation within maintenance and service operations was roughly identical. Again 50 percent of the institutions reported that inmates could participate in vocational training programs even while assigned to maintenance and service operations. However, only in about 10 percent of the cases could an inmate receive an educational credit for participation in the maintenance and service activity.

Within exemplary/successful programs, the issue of coordination and cooperation was viewed as critical. Agency agreements, especially ones that provided for a pooling of resources, were used in several very successful programs. The most comprehensive such agreement was a state level agreement that featured cooperative arrangements between the state agencies of vocational education, [illegible] and vocational rehabilitation. This agreement provided for vocational rehabilitation and vocational education in both adult and juvenile institutions.

Coordination of these three agencies was directed by a committee composed of one representative from each agency. This interagency

committee was scheduled to meet formally each month; the formal meeting was supplemented by informal, more frequent communication between committee members.

As part of this agreement, vocational rehabilitation provided funding to renovate buildings and buy equipment as well as provide for counseling and diagnostic evaluation. Vocational education provided vocational instructors on a 50-50 funding bases with the Department of Corrections.

Program coordination and administration was provided by the vocational education agency through a regional director, a regional program coordinator, and a coordinator of the vocational education center on-site at the institution. The vocational education training program in the institution was treated in the same manner as an area vocational center. Regional steering committees made decisions regarding programming within their regions. This organizational arrangement provided for correctional institution training programs to be an integral part of the regional network for vocational education.

In summary, these three agencies assumed the following responsibilities:

1) Initial establishment of a training program in a correctional institution--all three agencies;

2) Expansion--vocational rehabilitation;

3) Equipment--all three agencies;

4) Renovation--vocational rehabilitation;

5) Staff and Operation--all three agencies.

[Authors' note: Recent changes in federal legislation and implementing regulations pertaining to vocational rehabilitation programs and services have necessitated renegotiation of such inter-agency agreements. The changing role and priorities of vocational rehabilitation have potential impact in all states for coordination of vocational education and related

services to populations in correctional institutions.]

The majority of adult exemplary programs oriented their training program to postsecondary vocational-technical school programs such that the credits would transfer. Several juvenile institutions had oriented their programs to the area vocational schools or secondary vocational programs so that students could move directly into other vocational programs offered in the public schools.

As close as these associations were, many exemplary programs maintained even closer contacts with other institutions. Two-thirds of the programs obtained equipment and materials from community colleges, vocational-technical schools or area vocational education centers. Many exemplary programs operated programs in conjunction with local vocational-technical schools under an arrangement where the technical school provided the instructors, the correctional facility provided the equipment and reimbursed the school for the instructors' salaries, and the program graduates earned a certificate from the technical school.

Other cooperative training arrangements involved work-release programs. For example, one institution had established a work-release program with a nearby construction company. Inmates participating in the program lived at one of two correctional facilities and were transported to the work site. The coordination was arranged through the correctional facility, and was dependent upon meeting certain personnel standards for the construction company. Specifically, in order to be eligible for this particular program, the inmate had to have (1) completed the correctional institution's training program, (2) a clean disciplinary record, and (3) served a certain amount of his/her sentence. The result was a successful program for producing well trained and motivated workers.

Another important coordination activity utilized by many of the exemplary programs was the use of an advisory committee even though such committees were infrequently used in other programs. Over two-thirds of the adult level programs utilized vocational advisory and crafts

committees. The overriding opinion, at the adult level, was that committees could be made to serve a significant benefit to the program in terms of (a) securing jobs; (b) securing needed equipment and materials; and, (c) improving the image of the program and facility. At the juvenile level, there was a recognized need for such committees; however, they were considered less critical than some other types of coordination because relatively few juveniles moved directly into paid employment.

Various other techniques for encouraging cooperation and coordination, particularly within the community, were employed within the exemplary programs. These included the following: (a) some institutions actively encouraged area businesses and industries to tour the facility and talk with personnel and participants; (b) in some centers facility members belonged to appropriate professional organizations and participated actively in them; (c) other institutions cultivated close relations with the media.

Representatives at several institutions reported that a newspaper article or a radio spot did a great deal to draw attention to positive aspects of the institution's training program.

Each of these techniques proved effective in encouraging the cooperation that was perceived to be essential to a well functioning program.

PLANNING

Effective vocational education for incarcerated populations requires systematic, comprehensive planning which includes establishment of priorities, systematic development and initiation of programs, frequent monitoring of activities, thorough program evaluation and the utilization of feedback. Study data indicated that such systematic and comprehensive planning was not standard practice in southeastern correctional education programs. In general, the planning process could be characterized as:

(1) Utilized processes that tended to be fragmented, based on spurious information, and conducted in relative isolation;

(2) Often utilized procedures that reflected little pragmatic usefulness; and

(3) Evidence potential and promise for improvement based on the use of planning in exemplary programs.

When questionned about program planning, few administrators indicated that their program employed effective planning systems. Typical planning appeared to involve the development and use of programs in use elsewhere rather than programs engineered specifically for the characteristics of their inmate population and specific institution. In addition, the data suggested that local planning could be described as looking inward rather than outward; community contacts were too often infrequent and informal. Table 13 depicts local administrators' perceptions of their most important planning resources. At the adult level, as indicated in the table, internally fixed items such as current financial resources, staff skills, inmate interest, equipment, facilities, and inmate characteristics were the most important items. These were followed by factors such as traditional/on-going programs, size of population served, and state rules. Least important in the planning process were advisory council input, industrial growth projections, manpower needs, and task analysis of occupations. Unfortunately, these later items were pertinent planning data because they established community and employer needs as well as improved program flexibility in providing related training.

At the juvenile level, the relative importance and rank of various factors in the planning process was highly similar to that at the adult level. The most critical factors were financial resources, staff skills, facilities, equipment and so forth. The least important items were advisory council input, industrial growth and manpower need projections.

Reliance on given financial resources, staff skills, equipment, existing facilities and so forth revealed the inward orientation and isolation of the training programs and inhibited accomplishment of project objectives. For example, if the program purpose was to prepare individuals for gainful employment in recognized, new or emerging occupations but program

Table 13

RANKING AND RELATIVE IMPORTANCE OF VARIOUS FACTORS
IN THE PROGRAM PLANNING PROCESS

Factors in Planning Process	Adult		Juvenile	
	Mean Rank	Rank	Mean Rank	Rank
1. Staff Skills	3.52	2	3.32	2
2. Financial Resources	2.49	1	2.90	1
3. Equipment	3.89	4	5.19	4
4. Federal Mandates, Rules and Regulations	8.67	10	9.32	10
5. Traditional/On-going Programs	6.01	7	6.18	7
6. Inmate Characteristics	5.56	6	8.57	8
7. Size of Population Served	7.93	8	5.57	5
8. State Mandates, Rules, and Regulations	8.23	9	9.00	9
9. Facilities	4.63	5	3.36	3
10. Industrial Growth Projections	9.90	11	10.25	12
11. Manpower Needs Projections	10.00	12	9.36	11
12. Task Analysis of Occupations	10.82	13	10.46	13
13. Inmate Interest	3.78	3	6.11	6
14. Local Advisory Group Input	11.38	15	12.21	14
15. Other	11.30	14	15.00	15

development was based exclusively on existing money, staff certification and student interests, then there probably would be no match between offerings and demand or between content and specific skill requirements of jobs. Further, placement officials and inmates may be placed in a particularly difficult situation if training was totally unrelated to job needs.

Use of only those planning factors indicated as important had one additional, potentially negative consequence in that the noted factors did not provide for program growth or accountability. Community and student need were not taken into account and relative success was not determined. However, there was evidence among the programs that had been recommended as exemplary/successful that planning procedures were both important and utilized more systematic information and means for program development.

Exemplary programs were found to utilize systems for course and program development which (1) were coordinated with other agencies and (2) employed quantitative data upon which to base decisions of program initiation, expansion and/or elimination. The most effective strategies matched program development with manpower needs, external training programs and participant interest.

Methods or techniques of course development that coincided with local and state employment needs and practices were found to contribute to high rates of post-release employment and were believed to function as a significant factor in boosting the morale of program participants. Approximately half of the exemplary adult and half of the exemplary juvenile programs coordinated the development of their vocational programs with state, regional or local employment possibilities. Program directors for many programs that did not feature such coordination indicated a need for and interest in initiating this type of system.

Approximately 80 percent of the exemplary adult programs and 20 percent of the exemplary juvenile programs coordinated program development with the public school systems at either the secondary or postsecondary level. While educational coordination was perceived as a slightly less critical need than congruence with manpower needs, both planning procedures served to provide

work and training continuity to recently released inmates that facilitated their reintegration into society.

The most elaborate planning system in the region that utilized employment projections was a computerized system through which demands for additional training manpower by specific occupation and by geographic area within the state were determined with a reasonable degree of accuracy. However, less elaborate systems that utilized available manpower projections from the State Employment Security Commission to determine local, regional and state employment needs also worked efficiently.

Other course and program development techniques utilized participant interest as a factor in determining initiation and termination of courses. Some of the more effective programs combined participant information with manpower needs in the planning of courses. This planning procedure involved several steps. For example, initial preference for training slots was reserved for interested individuals whose home areas were located in the geographic area in which the employment need existed, and who were housed in facilities within the geographic area of need. Thus, an upholstery program (a) was based on a justified manpower need; (b) was housed in a correctional institution located in a geographic region in which the manpower need existed; and (c) enrolled inmates/offenders who expressed/demonstrated interest in the program whose home area was located in the geographic area in which the manpower need existed. These factors combined to facilitate increased levels of post-release employment.

The coordination with manpower need estimates, participant interest and continuing training possibilities was beneficial, not only for program planning but also to program revision. In a number of effective programs, changing manpower needs were reviewed in determining whether to continue or discontinue ongoing training courses and programs. Such review was especially critical if the particular course ceased to attract a sufficient number of trainees, had an excessively high dropout rate or had an excessively low percentage of graduates who entered the occupation for which they were trained. This procedure was found to be a particularly efficient way of assisting the planning process for program development.

ORGANIZATION OF DELIVERY SYSTEM

The organization of the delivery system for the provision of vocational education in correctional institutions emerged as an issue for consideration during the project. Information was collected through interviews in each project phase. In general, the findings could be characterized as follows:

(1) Organization of delivery systems reflected great diversity between states; and

(2) A number of effective ideas were in use or planned; however, there was need for comprehensive evaluation that would indicate which techniques were of greatest value.

Each state utilized a delivery system somewhat peculiar to that state. However, two basic patterns for the provision of vocational education were evident. In one type system, all services were provided by Department of Corrections personnel within the specific institution. In the second type system, the Department of Corrections contracted with other agencies, most often the Department of Community Colleges/ Technical Institutes, to provide services to incarcerated populations either within the correctional institutions or within the educational institutions. Each system had its advantages and disadvantages. For example, the system that utilized existing educational systems had the advantage of requiring fewer long-term commitments for equipment or personnel and could be more responsive to community needs; it also had the potential to increase contact and improve public relations in the community. At the same time, this system had the disadvantages of having less control over the situation, being subject to the school year calendar of the institution, causing resentment within the community if the correctional program used facilities that might otherwise have been used in the community, and having been bound to the planning process of the educatioal institution.

The system in which all services were provided by Department of Corrections personnel within the individual correctional institutions also

had advantages and disadvantages. Among the advantages were control over the entire nature of the program offered and flexibility to change any aspect of the program to meet specific local requirements. Among the disadvantages of this system were the increased isolation that can result from such an arrangement, the potential for higher costs and/or less money to spend if corrections must assume the entire fiscal responsibility from its own limited budget, and the potential to have to duplicate curricular materials and equipment that might be available elsewhere.

Several new developments in the organization of the delivery systems were of note. For example, in one system, parole and probationary services were in the process of being incorporated into the correctional setting and department. This arrangement had potential to increase the effectiveness of vocational education by increasing placement and facilitating evaluation. In another setting, the State Department of Community Colleges and Technical Institutes and the Department of Corrections had created a community college/technical institute especially for inmates. In this setting, which served a variety of institutions, a large number of inmates were provided with training in a wide number of occupational areas. Further, the arrangement met the needs of both regions.

A third development in the delivery system was a move to run the educational programs within the institutions as a single local education agency and part of the State Department of Public Instruction. This system had the advantage of securing funding from educational rather than correctional appropriations at the state level. It also had the advantage of decreasing program isolation and increasing contact for planning and implementation.

Each of these developments as well as the overall organization of the delivery systems were identified as topics that needed further study. The precise impact of organization on effectiveness and efficiency was not known, nor was the effect of the more recent innovations. Future investigations concerning these could result in better provision of services and reduced costs.

PROGRAM CHARACTERISTICS

The general program characteristics of vocational education in southeastern correctional institutions was one of the major focuses of the research project. Among the topics of concern were types of programs offered, status of women, support services employed, instructional staff, and course direction. Information pertaining to each of these topics has been presented under the appropriate subheading.

Types of Programs Offered

Over 88 percent of the fifty-one adult institutions which responded to the survey housed vocational programs. This percentage was slightly higher than the national average of 75 percent of adult institutions that offered such training. The average number of vocational programs offered per institution was 6, with a range of 1 to 18. As expected, there tended to be a relationship between size of institution and number and variety of course offerings with larger institutions generally providing more and a greater variety of programs.

At the juvenile level, 90 percent of the 22 responding schools offered vocational programs. Although similar to adult institutions in terms of average number of vocational programs per institution, 5 as opposed to 6 in adult institutions, the focus of programs at the juvenile level differed markedly from that of adult programs. Programs at the juvenile level tended to concentrate more on career exploration rather than intensive skill training. Administrators in those juvenile institutions attempting to offer in-depth skill training reported frustration with their lack of success and indicated that they were seeking alternative approaches for providing vocational education to their population.

The lack of success with intensive skill training in juvenile institutions likely was the result of one or more of three characteristics of juvenile offenders which distinguished them from adult offenders. First,

juveniles typically were housed in smaller institutions, thereby limiting the number of programs that could be offered. Most institutions found it difficult to justify funding for courses with extremely small enrollments. Second, juveniles tended to remain incarcerated a shorter period of time than adults, thus decreasing the amount of time they were able to participate in training. The average length of stay for a juvenile offender was 8 months as compared to 2 years for adult offenders. Third, most juveniles had not made a career commitment and were in need of career exploration opportunities over a wide range of occupational areas to aid in their career decision-making. Many programs that, in the past, had attempted vocational training for juveniles in the traditional sense were found to have been shifting their focus to career education/exploration. Through such an approach, it was believed that students could receive a sampling of many different vocational areas within a reasonable length of time. The objective of vocational training for juveniles was to have been shifting from the achievement of entry level skills to sound career choices based on a knowledge of and some experience with available career options.

Within the responding adult institutions, 266 vocational programs were reported to have been offered. The most commonly reported job clusters were, in order of frequency of occurrence: construction trades, transportation-related trades, product services, manufacturing, business and office trades, communication and media, agriculture, hospitality and recreation, home economics, health occupations, and personal services. Reported vocational training programs grouped under appropriate occupational clusters have been presented in Figure 3. The most frequently offered programs, in descending order, were auto mechanics, masonry, welding, carpentry/building trades, food services, plumbing, small engine repair, gasoline engine mechanics, electrical wiring, horticulture, and radio and television repair.

In addition, Figure 3 contains projected growth estimates for each of the occupations through 1985, based on Department of Labor employment projections. As noted in the figure, employment projections look promising

Figure 3. Vocational Training Programs in Southeastern Adult Correctional Institutions Grouped According to Occupational Clusters

Occupational Clusters*	Vocational Training Programs	Projected Growth Through 1985
Construction Trades	Masonry	AA
	Carpentry	AA
	Building trades	AA
	Plumbing	AA
	Electrical wiring	AA
	Air conditioning mechanics	AA
	Air conditioning & heating	AA
	Basic electricity	AA
	Air conditioning, refrigeration & heating	AA
	Painting and decorating	AA
Transportation-related Trades	Auto mechanics	A
	Body & fender repair	B
	Auto body & refinishing	B
	Diesel mechanics	AA
	Auto painting	B
	Auto shop	A
	Marine repair	AA
	Motor vehicle maintenance	A
Product Services	Small engine repair	AA
	Gasoline engine mechanics	AA
	Radio & TV repair	AA
	Electronics	AA
	Appliance repair	AA
	Shoe repair	AA
	General mechanics	B
	Major appliance repair	AA
	Electrical repair	AA
Manufacturing	Welding	AA
	Cabinet making	B
	Machinist	AA
	Sheet metal	AA
	Heavy equipment operator	AA
	Warehousing	A
	Industrial Maintenance	AA

Fig. 3. Vocational Training Programs in Southeastern Adult Correctional Institutions Grouped According to Occupational Cluster (continued).

Occupational Clusters*	Vocational Training Programs	Projected Growth Through 1985
Business & Office Occupations	Accounting	AA
	Typing	AA
	Office occupations	AA
	Business	AA
	Business English	AA
	Key punch	AA
	Data processing	AA
	Medical records	AA
	Business education	AA
	General clerical training	AA
Communications & Media	Drafting	AA
	Graphic arts	AA
	Industrial electricity	AA
	Printing	B
	Xerox	AA
Agriculture	Horticulture	AA
	Meat-cutting	B
Hospitality & Recreation	Food services	AA
Home Economics	Vocational upholstery	B
	Consumer & family life	AA
	Sewing	A
Health	Dental lab technician	AA
	Nurse's aide	AA
Personal Service	Barbering & styling	A
	Cosmetology	A

*Grouped according to frequency of occurrence.

**Phototypesetting jobs within the printing industry.

AA (above average growth)

A (average growth)

B (below average growth)

for most referenced occupations, particularly for those programs most frequently offered and noted above. For example, auto mechanics, the most popular training area, is projected to grow no more than average through 1985 while body and fender repair was expected to decline. One reason for the continued popularity of these programs among inmates was reportedly due to intrinsic interest in the subject matter without regard to job outlook. Many inmates were reported to find leisure time outlets in engine and body repair and enjoy time spent in these activities regardless of their need for job skills.

All vocational programs within the construction cluster were expected to show a greater than average growth trend through 1985. Thus, inmates receiving training in masonry, carpentry and building trades, electrical wiring, air conditioning mechanics and others of the construction trades should find job openings upon completion of training due to increases in construction and labor necessary to meet increasing demand.

All vocational training areas within the product services cluster were expected to show a better than average growth rate through 1985 as expendable incomes and product sales continue to increase. The only exception within this cluster was shoe repair which was expected to decline in growth as the population acquired more income for buying new shoes as opposed to having old ones repaired.

Welding, within the manufacturing cluster, food services, hospitality and recreation services and horticulture within the agriculture cluster were projected to show a greater than average growth trend through 1985. With the exception of auto mechanics and body and fender repair, the vocational programs offered in adult correctional institutions appeared to be those with above average growth trends over the next five years.

Within the responding juvenile institutions 95 vocational programs were reported to have been offered. When grouped by occupational cluster, as depicted in Figure 4, the offerings were similar to those in adult

Figure 4. Vocational Training Programs in Southeastern Juvenile Correctional Institutions Grouped According to Occupational Cluster.

Occupational Clusters*	Vocational Training Program	Projected Growth Through 1985
Construction Grades	Carpentry	AA
	Masonry	AA
	Plumbing	AA
	Building trades	AA
	Spray-painting and decorating	AA
	Electricity	AA
	Multi-skills	--
Manufacturing	Welding	AA
	Woodworking	B
	Cabinetry	B
	Building maintenance	AA
	Machine shop	AA
	Textiles	B
Home Economics	Sewing	A
	Upholstery	B
	Homemaking skills	--
	Consumer and family life	AA
	Laundry	B
Transportation	Auto mechanics	A
	Auto body repair	B
	Body and fender repair	B
Product Services	Small engine repair	AA
	Shoe repair	B
	Equipment repair	AA
	Appliance service and repair	AA
	Furniture repair	B
Personal Services	Cosmetology	A
	Barbering	A
	Custodial services	AA
Communications and Media	Graphic arts	AA
	Printing	B*

Figure 4. Vocational Training Programs in Southeastern Juvenile Correctional Institutions Grouped According to Occupational Cluster (continued).

Occupational Clusters*	Vocational Training Program	Projected Growth Through 1985
Marketing and Distribution	Service station attendant	A
	Distributive education	
Hospitality and Recreation	Food services	AA
Business and Office Occupations	Clerical skills	AA
	Typing	AA
	Business and office practice	AA
Health	Dental lab technician	AA
	Nurse's aide	AA
Agriculture	Forestry/horticulture	AA
	Landscaping	AA

* Grouped in order of frequency of occurrence

vocational programs. The exception to this generalization occurred for juvenile programs where marketing and distribution were offered. The most frequently offered programs included auto mechanics, welding, carpentry, sewing, upholstery, auto body repair, small engine repair, cosmetology, and food services.

Most of the training programs offered in juvenile facilities were projected to show at least an average amount of growth through 1985. Exceptions included woodworking, cabinetry, textiles, upholstery, laundry, auto body repair, body and fender repair, shoe repair, furniture repair, and phototypesetting, each of which was expected to decline.

In terms of the most frequently offered programs, only two--upholstery and body repair--were expected to show less than average growth through 1985.

Status of Women

Females comprised 8 percent of the adult population and 17 percent of the juvenile population in the institutions surveyed. Only 11 percent of the incarcerated females were served in adult vocational programs; females represented 6 percent of total vocational enrollment. At the juvenile level, female involvement in vocational education was higher; approximately 46 percent of female offenders were enrolled in vocational education. They comprised 19 percent of the total enrollment.

With few exceptions, female inmates/offenders were enrolled in traditional, vocational programs that either led to low-paying jobs or, in some cases, to no job at all. Figure 5 depicts the most popular vocational courses for adult and juvenile female offenders, arranged in order of size of enrollment. Jobs resulting from most of these training areas were judged to be low-paying with little opportunity for advancement. This is particularly unfortunate since a large percentage of incarcerated females have dependent children and no husband or family to assist with

Figure 5. Most Popular Vocational Courses for Adult and Juvenile Female Inmates/Offenders*

Adult	Juvenile
1. Clerical and Office	1. Home Economics
2. Consumer and Family Life	2. Sewing
3. Key Punch	3. Cosmetology
4. Nurse's Aide	4. Business and Office
5. Sewing	5. Distributive Education

* Arranged in order of size of enrollment.

their support.*

Although available courses such as consumer and family life and home economics were judged to be valuable in terms of the homemaking skills they conveyed, they, alone, were not believed to equip women to earn a respectable income for themselves and their children.

Some non-traditional courses were being offered in a few female institutions in the Southeast. These included: carpentry, electronics, barbering, shoe repair, upholstery, small engine repair, bricklaying, and wood-working. In most instances, however, the enrollments were too small to infer that a trend was emerging.

Approximately 43 percent of the adult female institutional population was found to have been white as compared to a black population of 45 percent; twelve percent were unaccounted for. The population of responding juvenile institutions consisted of 48 percent whites and 38 percent blacks with 14 percent unaccounted for. Although the percentage of blacks comprising the female population was not as disproportionate as overall figures for the southeast reported earlier, blacks were still over-represented in the female prison population since they only comprised about 11 percent of the general population.

One of the most striking differences between male and female offenders was the length of time they remain incarcerated. Females were more likely than males to remain institutionalized for three or more years. Only 32 percent of female inmates were reported to remain three or more years as compared to 77 percent of females. One likely reason for this differential was the tendency of courts to be more lenient with female than with male offenders with respect to crimes of the type that would normally result in

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*A frequently quoted national statistic is that 80% of all incarcerated females have children for which they are responsible.

short-term sentences. Females arrested for crimes such as petty larceny and prostitution, for example, often were found to have been released with a fine rather than given a prison sentence. However, when females were found guilty of serious crimes, they were perhaps more likely to draw long sentences. The average length of incarceration for female juvenile offenders paralleled that for males. The majority of juvenile females and males tended to remain incarcerated for less than one year.

This tendency of the courts to treat males and females differently in terms of severity of sentence likely accounted for the difference in the relative ages of male and female inmates. Compared to male inmates, female inmates tend to be somewhat older, with 27 percent falling within the 31-40 age group and 17 percent in the 41-50 age group. The percentage of males in the two age categories was 16 percent and 5 percent respectively. Age groups were not readily separated in the juvenile data for females since most juvenile institutions contained both males and females with vital statistics reported for the group rather than by sex. From the few all-female juvenile facilities reporting, however, it appeared that the age distribution paralleled that for all juvenile offenders with the majority falling in the 15-17 age group.

Those females who received vocational training were likely to be released between 6 to 12 months after completion of training. This corresponded to the data for males and to the national average of 8.5 months. Female juvenile offenders, like male juveniles, were likely to be released less than three months after completion of training.

As was true for males, the educational programs in which female inmates were most likely to be involved were academic programs. In terms of institutional assignments, these were followed by maintenance and service assignments and enrollment in vocational education programs. The numbers involved in work release and study release were negligible.

Like male juvenile offenders, female juveniles were most likely to be involved in academic programs when compared to other types of educational

activities. Approximately the same number were involved in vocational education and maintenance and service operations although this number was considerably less than in academic programs.

Since females constituted such a small part of the general prison population, they were often ignored in the planning process. It was assumed that their needs were the same as those of males and that administratively they could be treated as a part of the majority rather than as a group with characteristics quite unique from the general population of male inmates. However, unlike males, it was often necessary for female inmates to make plans for care for children during their incarceration.

As general characteristics, it was reported that females were, as a group, less aggressive than males and were less apt to exhibit the kinds of behaviors that society regards as criminal. Female institutions were smaller than male institutions and were more flexible in terms of the kinds of programs they could accommodate. Further, female inmates generally had a greater degree of family and community support than did males.

Support Services

The percentage of programs providing various types of vocational guidance and counseling services is presented in Table 14. Most of the juvenile and adult administrators reported that their programs offered individual vocational counseling and assistance with work or training assignments; the degree of utilization was smaller in juvenile than in adult facilities. Over half of all juvenile and adult facilities reported offering aptitude testing, with a little less than half of the responding adult institutions claiming to provide interest testing. Much less prevalent were vocational group counseling and visits by outside business and industry representatives. Some adult institutions reported no efforts in this direction.

The percentage of programs providing various types of job placement has been depicted in Table 15. As expected, in light of the lesser emphasis

TABLE 14

PERCENTAGE OF INSTITUTIONS PROVIDING VARIOUS
TYPES OF VOCATIONAL GUIDANCE AND COUNSELING SERVICES

Adult		Juvenile	
Type of Service	% of Institutions Offering Service	Type of Service	% of Institutions Offering Service
1. Individual vocational counseling	88%	Individual vocational counseling	77%
2. Helping inmates with problems in adjusting their work or training assignments	81%	Aptitude testing	65%
3. Aptitude testing	75%	Interest testing	65%
4. Interest testing	48%	Helping offenders with problems adjusting their work or training assignments	65%
5. Vocational counseling with groups of inmates	35%	Vocational counseling with groups of inmates	41%
6. Visits by outside business and industry representatives	21%	Visits by outside business and industry representatives	18%
7. None	2%	None	0%

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Table 15

PERCENTAGE OF INSTITUTIONS PROVIDING VARIOUS TYPES OF JOB PLACEMENT SERVICES

Adult		Juvenile	
Type of Service	% of Institutions Offering Service	Type of Service	% of Institutions Offering Service
1. Job placement provided by pre-release center or half-way house	65%	Course on job-hunting skills	50%
2. Literature/information concerning job opportunities and entry requirements	53%	Literature/information concerning job opportunities and entry requirements	44%
3. Course on job hunting skills	47%	None provided	38%
4. Referral of inmates to employer for job interview	43%	Other	19%
5. Registration of inmates at state or local employment office	37%	Referral of offenders to employer for job interview	25%
6. None provided	15%	Job placement provided by pre-release center or halfway house	19%
7. File of position openings maintained at institution	12%	Registration of offenders at state and local employment office	6%
8. Other	8%	File of position openings maintained at institution	0%

within juvenile programs on vocational education when compared with adult programs, the percentage of juvenile facilities offering no job placement services exceeded twice that of adult programs. Courses in job hunting skills appeared to be the most typical type of job placement service in juvenile facilities whereas job placement by pre-release center or halfway house was the most common in adult facilities. Few adult and juvenile facilities maintained position openings on file within the institution.

Instructional Staff

As indicated in Table 16, most adult vocational administrators rated the level of training of their vocational staff to have been good. Only 7 percent of the respondents at the adult level judged their vocational teachers to have been "minimally trained" and none reported staff training to have been insufficient.

With respect to performance, 95 percent of the adult administrators judged their teachers to have been very well or moderately well trained. None judged their teachers to be insufficiently trained and only 5% evaluated their teachers as minimally trained.

At the juvenile level, vocational teachers were reported to have been less well prepared by formal education than at the adult level. Although the majority of the respondents placed their vocational teachers in the well trained category, 9% thought their teachers were insufficiently trained and 29% thought their teachers were minimally trained.

Vocational teachers received a more favorable evaluation of their performance than of their academic background. Most of the respondents placed their vocational teachers in the well trained categories but 10% thought their teachers to be insufficiently trained. In contrast, none of the responding vocational directors in the adult system thought their vocational teachers were insufficiently trained.

The most typical type of training vocational directors reported for their vocational teachers was adult education. Also common was training in

Table 16

ADEQUACY OF TRAINING OF VOCATIONAL TEACHERS
AS JUDGED BY VOCATIONAL PROGRAM DIRECTORS

	Academic Background		Classroom/Shop Performance	
	Adult	Juvenile	Adult	Juvenile
Very well trained	49%	52%	62%	55%
Moderately well trained	44%	10%	33%	30%
Minimally trained	7%	29%	5%	5%
Insufficiently trained	0%	9%	0%	10%

corrections/law enforcement. Rarer was training in special education, guidance/counseling and remedical education.

The type of training of vocational teachers in the juvenile system was quite different than that of teachers in the adult system. Training in special education was the most typical kind of formal education with formal instruction in guidance/counseling, remedial education, corrections/law enforcement, and adult education occurring with about equal frequency.

According to questionnaire data, average starting salaries for vocational teachers in the adult system was greater than for academic teachers. The average starting salary for vocational teachers was calculated to have been $11,200.18 compared to $10,910.77 for academic teachers. This was in contrast to the average annual salaries currently being paid to vocational and academic teachers--$12,835.44 for vocational teachers compared to $13,383.19 for academic teachers.

Vocational teachers in juvenile facilities also were reported to enjoy a greater average starting salary than did academic teachers. Vocational teachers were reported to earn $10,036.29 as compared to $9,815.98 for academic teachers.

Entry and Exit Practices

The last of the program characteristics considered was course entry and exit practices. The most frequent requirements for course entry in adult vocational programs were specific reading requirements and sufficient time remaining before release to complete training. A particular concern of program directors and instructors was the ineligibility of many inmates for vocational training due to short sentences or impending transfer to another institution. Most institutions attempted to limit vocational enrollment to those who could realistically complete training within a specified period of time. This practice automatically excluded "short-timers."

Other course entry requirements in order of frequency of occurrence were: specific math or other academic requirements, minimum school grade equivalent completed, absence of a specific handicap, I.Q. or other standardized score, minimum custody or security level, and no requirement. Less common course entry requirements were specific age range, prior skill training or work experience and absence of incarceration for certain offenses.

At the juvenile level, there were no entry requirements for most courses. Most programs were reported to have been open-entry, open-exit by necessity since the turnover at most juvenile facilities was so frequent and the average stay too brief--8 months. The next most common entry requirements were, in order of frequency: specific age range, specific reading requirements, sufficient time remaining before release to complete training, minimum custody or security level and absence of specific handicaps. Entry requirements occurring with less frequency were: specific math or other academic requirements, prior skill training or work experience, minimum school grade equivalent completed, absence of incarceration for certain offenses, and I.Q. or other standardized scores.

In terms of exit requirements, program directors consistently voiced a desire to arrange for program completion as close as possible to expected release date. Survey data suggested that only partial success had been achieved. At the adult level, the times between completion and release were distributed among three categories, "less than 3 months," "6 to 12 months," and "more than 12 months." The most frequent response was "6 to 12 months." This corresponded with the national average of 8.5 months.

At the juvenile level, time lag between completion of vocational training and release were not reported to have been a problem. The overwhelming majority of respondents answered "less than 3 months" when asked how long offenders would remain institutionalized after completion of training.

IV. CONCLUSIONS AND SUGGESTIONS FOR FUTURE ACTIVITY

Based upon the findings presented in Chapter III of this study report, the interviews with state officials and site visits to selected programs, a series of conclusions and suggestions for program improvement and expansion has been formulated and is presented in this chapter.

DISCUSSION AND CONCLUSIONS

In general, findings were supportive of the vocational programming efforts in southeastern correctional institutions. Data suggested that progress had been made over the last several years to offer expanded and effective programs to incarcerated populations. Study data revealed a continuing commitment at state and local levels to developing and expanding programs to more adequately serve the target population. There was a particularly strong desire to strengthen programs among administrators at the local level. As importantly, administrators at the state and local level had firm ideas about their needs for program improvement. In addition, there was a set of exemplary and successful vocational programs within the region that could be used as models for further program development.

Nine issues emerged as critical topics for consideration during the course of the research activity. These issues were: (1) population served; (2) barriers and needs; (3) funding; (4) policy; (5) coordination and cooperation; (6) planning; (7) organization of delivery system; (8) character of vocational programs; and (9) the nature of successful and exemplary education programs.

Findings pertaining to several of these issues suggested great similarity between southeastern programs and vocational programs within correctional institutions located in other sections of the country. For example, in terms of population served, roughly identical populations were served in southeastern programs and programs elsewhere. This was true in terms of percentage of inmates served as well as personal characteristics of those

inmates. In addition, a slightly higher percentage of female offenders were served within southeastern programs than the national average.

In terms of funding, data suggested major similarities between southeastern programs and programs elsewhere in terms of money expended. This was true in terms of the dollar amounts spent on vocational education, $100,000 to $200,000 in adult and juvenile programs; it was also true for the percentage breakdown of total costs into expenditure categories such as instructors' salaries, administrative costs, materials costs, and so forth.

In terms of policy, findings from southeastern programs were similar to those nationwide. Vocational education was considered important, but the exact role of the program was often unclear or confused. Frequently it was placed within the broad category of a rehabilitation service. In addition, often it was considered of secondary importance to functions such as security.

The similarities between southeastern programs and programs in other portions of the country was not to be construed as a suggestion that southeastern programs were identical to the rest of the nation on all issues. Indeed, for some issues the data suggested that southeastern programs may require more effort than programs in other areas in order to make their programs effective. This is particularly true of the issues of coordination/cooperation and planning. Conversely, on other issues administrators within the southeastern correctional institutions may have been more advanced in their thinking than their counterparts in institutions in other portions of the country. This was particularly true for the information collected on barriers and needs where the data suggested that administrators had systematically considered this issue and were able to rank and quantify, in dollar terms, the specific personnel and programmatic needs of their program in order to provide successful vocational education to their current populations. Specifically, findings revealed that an average of approximately $260,000 per adult institution and $400,000 per juvenile institution was estimated as needed in order to make appropriate revisions within current programs to successfully serve incarcerated individuals.

In terms of organization of the delivery system, the southeast evidenced a variety of programs and organization patterns that were effective. Interview data suggested that each of the organization patterns and organizational innovations may have been successful; however, there was no comparative data to suggest which system might have been the most effective.

There were data to validate that the suggested exemplary programs were effective in providing successful vocational education for incarcerated populations. Such programs were found to have a positive effect on morale as well as to improve in-program success and post-release employment. Further, the techniques employed had potential for transportability; however, the relative importance of different programmatic variables on programmatic success was not known.

Great diversity was found among southeastern institutions on two issues--coordination/cooperation and planning. In some instances programs reflected advanced systems and procedures while in other programs there was virtual neglect of these issues. Overall, however, the data suggested that careful, comprehensive, and systematic attention was needed concerning these two issues. Too often, study findings indicated that planning was haphazard or absent and that in terms of coordination/cooperation, programs existed in isolation from other correctional functions as well as related agencies. The two major recommendations followed from the findings pertaining to these two issues, but involved other issues as well.

SUGGESTIONS FOR FUTURE CONSIDERATION

Three major recommendations are offered, which, if implemented, could have a significant effect for both adult and juvenile populations. The recommendations should facilitate accomplishment of objectives of vocational education and assist programs to more successfully serve incarcerated populations.

Recommendation #1: Department of Corrections and/or Juvenile Services and the State Department of Education and/or State Department of Community Colleges and Technical Institutes should jointly develop and enter into interagency agreements designed to insure the highest quality of vocational-technical education and training available to incarcerated populations. Coordination with other agencies such as Vocational Rehabilitation, the Department of Labor and Probation/Parole should also be investigated.

Study data revealed little formal or informal communication between correctional vocational programs and personnel from other agencies with related responsibilities. Contacts at the adult level averaged 5 or less per year and were not institutionalized. At the juvenile level, while more contact was established, the responsibility was entirely on the prison officials. Even in those instances where program approval for vocational programs was required from education departments, there was no regular contact or continuing consultation on the implementation of vocational programs within correctional institutions. Planning, needs assessment, funding and so forth was completely carried out by correctional officials.

The development of interagency agreements would establish new policy and clearly outline the roles of each agency involved. Further, it would stimulate the development of mutual assistance at the local program level as well as provide guidance on how programs could be developed. Among the specific issues that could effectively be addressed through such agreements are: (1) role of agency; (2) funding; (3) staff development; (4) planning; (5) program evaluation; and (6) technical assistance for program implementation. Ultimately, it is entirely possible that through the more efficient use of funds, facilities, and personnel, the costs to each involved agency would be reduced while, at the same time, providing more effective and successful vocational education to the target populations. Among the types of ideas that could profitably be addressed through cooperation and coordination are:

(1) Vocational education personnel at adult and juvenile levels could be encouraged, through stipends and annual leave time,

to participate in staff development activities offered by Departments of Education and/or Departments of Community Colleges and Technical Institutes;

(2) Program planning and curriculum decisions should be made on the basis of current and projected manpower needs data with active involvement of surrounding local education agency personnel and local advisory councils;

(3) Inmates should have services made available through a variety of agencies, thus improving the array of services and decreasing the isolation of correctional programs;

(4) Coordinated and commingling of funding from a wider variety of sources should become a reality with increased amounts becoming available; and

(5) Development and use of other prison functions such as prison industries and maintenance and service operation as vocational training programs could be investigated. These programs could become vocational programs by reconceptualizing work assignments so they recognize and emphasize vocational skill development. Among these issues to be addressed would be: (a) grouping each job or assignment into service areas and conducting a task analysis of each job to determine specific skill requirements as well as tasks and operations which are carried out in each assignment; (b) provision of training to work supervisors in the work programs to assist these personnel in developing an instructional role so that training becomes a major aspect of their responsibilities; (3) development of a certification program for each specific job which indicates completion, the number of months or number of hours of training, the applicable Dictionary of Occupational Training codes, and the specific skills acquired by the inmate. This certification procedure would provide inmates with a tangible document that would verify their proficiencies and length of experience in specific job areas.

Recommendation #2: Comprehensive educational programs need to be developed and implemented that provide for the entire range of necessary services and the characteristics of the incarcerated individuals.

The development of comprehensive educational programs is a necessity. The simple provision of skill training alone does not suffice as an educational program and cannot, alone, meet the goals of rehabilitation. Instead, programs that deal with the total individual and individual needs and characteristics are required. Among the factors for consideration are the following:

(1) Comprehensive course development and course termination should be based on manpower needs, industrial growth, advisory council input, and inmate interest.

(2) Each institutional vocational education program should be required to establish and maintain an active advisory council, including local education agency personnel, to advise the programs. Specific roles and responsibilities of advisory council members should be specified and, where appropriate, their approval of program planning and curriculum changes should be required.

(3) Each program should include vocational and personal counseling to assist in assessment, career exploration and awareness, and reintegrated experiences. Systematic assessment of needs, abilities, interests and goals should be required for use in planning for the individual.

(4) Each program institution having vocational education programs should have a minimum of one job placement counselor to assist offenders in locating, obtaining and holding jobs after their release. This placement program should also include systematic follow-up of ex-offenders and use of that information for program revisions and improvement.

(5) Each program that returns inmates/offenders to training situations rather than to work situations should provide school and family liaison services to facilitate reentry into society.

(6) Each program should provide for acquisition of basic skills in reading, writing and arithmetic for each program participant.

(7) Each program should provide for life skills and for job hunting/keeping skills for program participants.

(8) Programs should be geared to the real differences and needs of students including male/female differences, differences due to language or race, and differences due to ability levels and educational and work experiences. An individual IEP should be considered for each inmate and offender.

(9) Programs should consider multi-skills programs that overcome difficulties of specialization. Such programs should provide task training across specialities in order to train the offender for a wider range of jobs. The actual curriculum should be modernized by task skill to permit performance objectives and continuation of training from institution to institution.

(10) Programs should be evaluated systematically and comprehensively on a regular basis and the data should be used to revise programs.

Recommendation #3: The effect of differing organizational arrangements and different mixes of program variables should be investigated in order to determine what arrangements have which effect on the provision of successful vocational education.

The effect of different delivery systems on vocational education as well as the impact of different programmatic variables on program effectiveness is not known. Research on each question should produce answers that will be useful in planning, developing, and implementing effective programs. Of

particular concern would be the relative effectiveness of, for example, the provision of all educationally related services only through corrections versus the alternative of only contracting for the provision of educationally related services through alternative agencies.

APPENDIX A

Dissemination Conference Report

DISSEMINATION CONFERENCE REPORT

INTRODUCTION

The educational - particularily the vocational education - needs of populations housed in correctional institutions have too often been neglected as a foci for research activity. This situation exists in spite of the continuing belief in the benefits of education and in spite of the thousands of persons who are released from correctional institutions each year, relatively few of whom have received the kinds of training while incarcerated that would enable them to compete successfully for jobs.

A first step in attending to the vocational education needs of incarcerated individuals was a state-of-the-arts assessment of correctional vocational education that served to establish the extent, need and character of existing programs within southeastern correctional institutions. These results have a number of programmatically useful implications that must be incorporated into planning and development activities for correctional vocational education.

PURPOSES OF THE CONFERENCE

The four major purposes of the conference were:

(1) Share results and findings of the research project, "Vocational Education In Correctional Institutions: State-Of-The-Arts Assessment of Programs in Region IV" with selected representatives from the departments of corrections, human resources, and vocation education in the various southeastern states;

(2) develop program implication, set priorities and alternative plans of action for improving the delivery of vocational education within correctional institutions;

(3) facilitate effective cooperation and information exchange between representatives of various intrastate departments with responsibilities for providing vocational training; and

(4) establish interchange of information, ideas, and approaches

among representatives of the various southeastern states relative to the provision of vocational training for incarcerated individuals.

CONFERENCE ACTIVITIES

The conference involved three major activities. The first, held in a morning session, centered on presentation of preliminary findings derived from the research activity. Of particular concern were training opportunities, exemplary programs, and the needs and barriers related to the provision of vocational education. In the afternoon sessions, conference participants worked in small task groups discussing program implications, prioritizing barriers and generating strategies for overcoming the barriers associated with the provision of vocational education in correctional institutions. Reports from representatives of each of the small task groups were made to the entire group at the close of each session. In addition, participants evaluated the conference in a final, brief session. Results pertaining to the work sessions are described more completely in the following sessions.

THE RESEARCH PROJECT

The research project, "Vocational Education in Correctional Institutions: State-Of-The-Art Assessment of Programs in Region IV" involved a survey of all juvenile and adult correctional institutions in the Southeast as well as in-depth site visits to a number of exemplary vocational programs.

Data accessed in the survey included information about the types of programs offered, the populations served, the agencies involved, the relative success of these efforts, and the overall training needs for vocational education in Southeastern correctional institutions.

The primary need addressed by this project was to construct a comprehensive, quantified description of the total picture of vocational education in HEW Region IV. To meet this overriding need, the following objectives were addressed:

(1) Produce a major data/knowledge base of information about vocational

education in correctional institutions, thereby filling a critical gap in the research literature on vocational education.

(2) Define, describe and quantify the characteristics of vocational education provided in all Region IV public correctional institutions--adult and juvenile.

(3) Sharply delineate those issues which require resolution in order to more adequately serve the target population.

(4) Describe and characterize typical organizational arrangements for vocational education program in Southeastern correctional institutions.

(5) Illustrate innovative procedures/techniques/practices found in the target institutions that have potential for transportability.

(6) Generate recommendations which address the question of how vocational education in correctional institutions can be made more effective.

Preliminary findings for these objectives were presented by project staff at this dissemination conference. These results; in their final form, are presented elsewhere in this Final Report.

WORK SESSION #1: NOMINAL GROUP PROCEDURE

The conference participants were divided into small taks groups and provided with the nominal group structure and an SSI task leader as they addressed the question of barriers to the provision of vocational education in correctional institutions. One group focused specifically on barriers at the adult level; one group focused specifically on barriers at the juvenile level and one group focused on barriers applicable at either level.

The general statement of purpose and charge to each group read as follows:

Purpose Statement

The major purposes of the small task group sessions is to bring together representatives of the adult and juvenile departments of corrections, rehabilitation and/or vocational education from each of the Southeastern States to discuss and plan for the provision of vocational training to incarcerated populations. More specifically, the objectives for the small task groups are to: (1) delineate the barriers and problems that inhibit the provision of vocational education to incarcerated populations; (2) set priorities on those program areas which need to be addressed; and (3) provide for interaction among personnel with similar responsibilities and mutual concerns. You and your group are charged with delineating and setting priorities on those problem areas which must be addressed in improving vocational education for incarcerated populations.

The output from each of these three groups consisted of a priority statement of program barriers and program implications. Findings of the work groups are presented in the following paragraphs.

Group I: Adult and/or Juvenile Barriers

The identification and prioritization of barriers in Group I produced the following ordered list of important barriers:

1. Lack of clarity regarding the role, purposes and policies of vocational education.
2. Fragmentation of funds as well as overall paucity of fiscal resources.
3. Lack of information access and dissemination system.
4. Lack of classification system to match inmates and programs.
5. Isolation of institutions and programs from community and from other institutions.
6. Relative deemphasis of vocational education when compared to other institutional priorities.
7. Lack of research and evaluation.
8. Lack of after care and follow-up programs.
9. Inadequate job placement and development program.
10. Lack of pre-service and in-service staff development.

Other barriers of note, but not scoring as highly as the exercise were lack of coordination with other agencies and revision of federal and state guidelines and statutes.

The two most highly regarded barriers, lack of clarity regarding role and fragmentation of funds were viewed as the most important barriers by a substantial margin. Of particular concern was the emphasis placing in clear perspective the rehabilitative, reeducative, and reintegrative function of vocational education relative to other instution operations.

Group II: Adult Barriers

The identification and prioriti ation of barriers associated particularily with juvenile program resulted in the production of the following ordered list of important barriers:

1. Lack of emphasis and priority at the local instution level;
2. Inadequate facilities and space;
3. Lack of committment to vocational education at the state program level;
4. Inadequqte levels of funding, especially when compared to public education;
5. Lack of adequate job placement;
6. Lack of adequate teacher skills, especially in the area of motivation;
7. Lack of empirical evidence to support premise that vocational education makes a difference;
8. Lack of public awareness of the importance of vocational education to the incarcerated individual;
9. Lack of follow-up on graduates;
10. Lack of interagency coordination.

In addition, other important barriers included the lack of adequate pre-service and in-service training opportunities for instructers and the perceived inadequate committment of the Federal government in vocational education in corrections.

Group III: Juvenile Barriers

The identification and prioritization of barriers associated particularily with adult programs resulted in the production of the following ordered list of important barriers:

1. Lack of diagnostic testing and guidance services.
2. Lack of funds for construction of vocational facilities.
3. Inappropriate or indifferent attitudes of legislatures toward correctional institutions.
4. Lack of adequate time student spends while within institutions.
5. No continuum of treatment services from initial detention through release.
6. Lack of follow-up program.
7. Lack of effective remedial program to correct basic skill deficiencies.
8. No Federal channels of communication or agreement between institutions and departments of education.
9. Lack of eaual opportunities for female offenders.
10. Low institutional priority for vocational education.

In general, the first five barriers were perceived to be significantly more critical then were the second set of five barriers. Special concern was registered for a full compliment of support services.

WORK SESSION #2: FORCE FIELD ANALYSIS

After identifying the critical barriers, new task groups were created to address the highest priority barriers. The barriers were converted into goals statements and subjected to analysis that permitted articulation of all the forces for and all the forces against achievement of the goal. In addition, the task groups formulated general strategies for achieving each goal.

Group I

Program Goal: To develop a coordinated system of policy, goals, standards and functions for vocational education in corrections.

Forces For:

1. There is a demonstrable need for such a system. The need can be demonstrated by needs assessments, test results, unemployment figures, placement results, and student reguests;
2. Such clarification would be cost effective;
3. Clarification would permit the coordination of multiple agencies with similar missions, thus providing better services, increasing emphasis and decreasing costs;
4. Potential for client self support and rehabilitation;
5. Potential to meet manpower needs of employers;
6. Potential court mandates as well as rules and regulations; and
7. Job market itself.

Forces Against:

1. Multi-purpose mission of agency, coupled with the non specificity of the stated mission;
2. Physical isolation;
3. Dependency on other agency for funds as well as relatively small budgets;
4. Lack of supporting data, already collected and analyzed, to demonstrate need;
5. Low priority of vocation education among agency needs;
6. Lack of inter and intro agency communication;
7. Unpredictability of political process;
8. Lack of voice of clients in process; and
9. Public attitudes of indifference.

Potential Strategies:

The task group was ask to develop a series of strategies that could be used in efforts to achieve the goal. Among the strategies suggested, Task Group I advocated that the basic idea was to get representatives from all involved and potentially involved agencies together to address the issues. From such meetings such emerge (1) long range planning, (2) formal inter-agency agreements, (3) and statements of clarity on agency role and expectation. Other suggested strategies focused on public education through involving the media, informing the public including the legislature of program needs, and demonstrating the need and viability of the

approach through analysis and demonstration of avaliable data and information.

Group II

Program Goal: To establish vocational education as an important priority at the local institution.

Forces For:

1. Increasing demand for and image of vocational education;
2. Increased demand for blue collar workers in labor market;
3. Demand by inmates and offenders for vocational education;
4. Follow-up information demonstrates efficacey of vocational programs;
5. Highly trained inmate population could reduce incarcerated costs by
   (a) having needed skills for instutional maintenance or industry work and (b) placing program completers on jobs that would lessen the liklihood of their returning to the institution; and
6. Federal and state legislation.

Forces Against:

1. Public opinion;
2. Security emphasis and classification system;
3. Cost of facilities, equipment, and materials;
4. Lack of awareness of treatment possibilities and impact for vocation education;
5. Emphasis on academic education at the expense of vocational education, including the use of academic criteria to determine eligibility;
7. Variable length of sentences coupled with often invariable course requirements; and
8. Lack of budget control at the program and institutional levels.

Potential Strategies

The task group was ask to develop a series of strategies that could be used in efforts to achieve the goals. Among the strategies suggested, Task Group II argued that the most fundamental strategy was improving the image and general awareness of the program. They suggested media features

emphasing the program, guided tours for members of the state legislature conducting and publicizing studies examining the effect of job training on job placement and use of a carefully orchestrated public relations campaign.

Group III

Program Goal: Develop a comprehensive placement, follow-up and aftercare program.

Forces For:

1. Funding is available from a variety of sources. It can be specified for these purposes;
2. There is a growing concern for correctional education programs becoming success in terms of impact on inmates offenders;
3. Need for such programs can be established using inmate testimony, employers beliefs and public attitudes;
4. Media is beginning to focus concern on positive sides of vocational education; and
5. The topic can be made a priority item for state legislatures, funding agencies and organizations such as the National Alliance of Business Men.

Forces Against:

1. Fragmented responsibilities by different agencies, especially as it impacts on the continium of services;
2. Lack of trained specialists in job placement;
3. Difficulty in defining program;
4. Unreponsiveness of public and potential employers;
5. Funding difficulties;
6. No jurisdiction over inmate/offender once released; and
7. Locating inmate after release.

Potential Strategies

The strategies for achieving this goal focused on identification, securement and use of funds. LEAA, CETA and other sources of money are available, if one knows and adheres to the guidelines. Other strategies focused on a systematic public relations campaign to "market" the concept

to the public, legislature and agencies that should/must be involved in the project.

CONFERENCE EVALUATION

Format and Content

Participants were ask to evaluate the conference by reacting to a brief questionnaire focused on conference organization and activities as well as individual perception of how the conference may have each participant individually. Sixteen of eighteen conference participants completed the information request.

In general, the participant's evaluation of the conference was very favorable with certain aspects of the activities being rated more favorably than other activities. The overall organization add structure of the conference as well as the use of the Nominal Group Technical in small task groups were particularily well received. Over 60% of the participants rated each of these items as excellent. Other aspects of the conference such as the clarity and usefulness of findings and the use of conferences to dissemination received ratings of good to excellent. Use of the Force Field Analysis technique to generate strategies useful to overcoming barriers to the prevision of services was the least favorably rated component of the study. Reasons for this rating included the relatively short time available for such activities as well as the individual energy required to perform this activity effectively, late in the day.

In addition to the rating system, participants were ask to provide explanatory comments. These comments illustrate the general attitude of participants that the confernece did achieve its general objectives. A number of comments stressed the need for similar structured interaction sessions as a strategy for addressing vocation needs in corrections. There was also a concern that future sessions provide even more time for interaction. Quantative results are presented in Fig. , Conference Evaluation.

A. Please rate each of the itmes below (poor, fair, good or excellent) in terms of how well you feel each contributed to the conference. Space is also provided for comments.

	Poor	Fair	Good	Excellent	Comments
1. The overall organization of the conference, including the agenda and format for addressing the topic and related issues.			31%	69%	1. Need more time (20 2. Well planned - sessions flowed 3. Very profesionally done
2. Clarity of the presentation on results, findings and issues pertaining to the research project.			50%	50%	1. Too brief 2. Too much information on female offenders
3. Usefulness and relevance of information pertaining to preliminary findings.			56%	44%	1. Must be conveyed to DE, CETS & legislature
4. Use of small task groups (Nominal Group Process) to elicit, and rank barriers and problems to the provision of services.		6%	31%	63%	1. Need more time 2. Excellent approach 3. Group not homogeneous enough 4. Everyone participated 5. Could have used an even larger group
5. Use of small groups (Force Field Techniques) to address causes and potential solutions to major problems.		18%	44%	38%	1. Need more time (4)
6. Use of a structured conference as a means of stimulating interaction among personnel from involved and accountable agencies.			37%	63%	1. Great 2. Could have expanded "free" discussion time 3. My first chance to interact with people from other states-great! 4. Could have been a longer period of time 5.
7. Use of conference as a means of disseminating research information.			50%	50%	1. Excellent idea to incorporate thinking/ work sessions into conference 2. Look forward to report 3. An excellent opportunity 4. Could have used more written preliminary data

Fig. , Conference Evaluation

Individual Impact

Conference participants were asked to express their extent of agreement or disagreement with statements related to understanding as a result of participation in the conference. For all items, the overwhelming majority of conference participants agreed or agreed very much with the statements. Particularly important was the perceived impact on increased interagency communication and cooperation within and between states as a strategy for improving vocation education to the target population. Results are depicted in Fig. , Conference Impact.

B. Please read each of the statements presented below and indicate whether you "agree very much," "agree," "disagree," or "disagree very much," with each statement by placing a check (✓) in the appropriate column.

	Agree Very Much	Agree	Disagree	Disagree Very Much
1. As a result of this conference, I have a better understanding of the issues involved in providing vocational education within correctional institutions.	19%	81%		
2. As a result of this conference, I have a better understanding of the general nature and state-of-the-art of vocational education in south-eastern correctional institutions.	38%	62%		
3. As a result of this conference, I have a better understanding of needs which must be met and barriers which must be overcome if vocational education in correctional institutions is to be performed successfully.	25%	75%		
4. I have a good understanding of the priority areas which need to be addressed is we are to implement more successful vocation education programs in correctional institutions.	38%	56%	6%	
5. As a result of the conference, I have a better understanding of program elements that characterize exemplary vocational programs in correctional institutions.	19%	81%		
6. I have a better understanding of the need and potential for increased communication and cooperation among personnel from agencies with similar or overlapping responsibilities for the target population.	63%	37%		

Additional Comments

Participants were invited to register any additional comments they might have that pertained to the conference. Particular emphasis was placed on identifying state and local information needs. Responses to this invitation resulted in the following list of comments:

General Comments

1. A two day conference would provide for additional interaction between representatives.
2. It would have been helpful to have had preliminary findings in written form to take home.
3. The conference was well planned and was conducted in a professional manner..Excellent job.
4. More time would have facilitated the presentation of information.
5. Conference could have been longer to provide for more in-depth analysis of topics.
6. Most congenial and helful group of project staff.
7. Other conferences of this type needed.
8. Please continue to involve juvenile people in future conferences as we need help.
9. The findings were presented very well and it was very beneficial.

Additional Information Needs:

1. Quantified statements of program need as well as other data.
2. Information on activities in Vocational Education as well as sources of funding.
3. Information on institutional program that seem to have the most potential for providing occupational skills.
4. State or local procedures for involving the legislature in the vocation education and rehabilitation process.
5. Samples of program evaluation techniques.
6. Examples of unusual ways of financing programs.
7. Information on exemplary programs, especially innovative instructional methods, courses and settings.
8. Additional information on funding sources and programs in other states.
9. Need information on juvenile programs.
10. Outstanding features of other programs.

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11. Goal and objective of other vocational eduction programs.
12. Tests and evaluation procedures used in various institutions.
13. Information for centralized planning and program development.
14. Recommendation on progressive methods of program implementation.
15. Information about effective vocational programs in juvenile institutions.
16. Exemplary program charateristics.
17. Be sure to convey finding to each Commissioner of Corrections.
18. Information on "successful" programs and best of current practice.
19. Information on different techniques or approaches to problem solving.

Summary

The evaluation indicates that the conference was successful in achieving its objectives. Personnel supported activities such as this conference which bring them together to discuss mutual problems, identify areas of mutual interest and concern, and initiate steps toward more effective cooperation and coordination. Conference participants also recognized that the coordination, cooperation, and problem solving strategies required to really impact upon improving vocational education programs in correction will have to come from more than just a one-day conference. However, the conference, the findings and the structured work sessions are a constructive beginning. Further, project information is needed, well received and holds promise for use.

APPENDIX B

Research Instruments

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APPENDIX B

Research Instruments

STATE LEVEL VISITS

*) General Questions

GENERAL SURVEY

a) Vocational/Occupational/Technical Training Program - Adult (Parts 1 & 2)

b) Vocational/Occupational/Technical Training Program - Juvenile (Parts 1 & 2)

c) Prison Maintenance and Service Operations - Adult (Parts 1 & 2)

d) Prison Maintenance and Service Operations - Juvenile (Parts 1 & 2)

e) Prison Industries (Part 1 & 2)

SITE VISIT BATTERY

a) Instructor Interview - Adult

b) Instructor Interview - Juvenile

c) Employer Interview - Adult

d) Employer Interview (Work Release) - Adult

e) Employer Interview - Juvenile

f) Employer Interview (Work Release) - Juvenile

g) Inmate Interview - Adult

h) Offender Interview - Juvenile

STATE LEVEL VISITS

I. Interviews/Discussions With Persons Holding the Following Positions

A. Commissioner of Corrections

B. Commissioner of Youth Services

C. Director of Education and Vocational Education (Adult)

D. Director of Education and Vocational Education (Juvenile)

E. Director of Vocational Education - State Department of Public Instruction and State Department of Community Colleges

F. Board of Parole and Board of Probation Representatives

G. Director of Prison Industry

H. Director of Maintenance and Service (Adult and Juvenile)

I. Directors of Research, Directors of Support Services (Adult and Juvenile)

II. Topics for Consideration

A. Description of project; explanations of expectations and responsibilities; detail of involvement and benefits; listing of all institutions and contact persons

B. Clearence procedures for all instruments and methodology including review of each instrument for each phase

C. Nomination of exemplary programs and contact persons

D. Collection of descriptive materials on system, programs, vocational education, inmates, courses, enrollments/funding, etc.

III. Specific Issues to be Addressed

A. Organizational and administrative structure

1. What is the overall organizational and administrative structure of the Departments of Correction, Youth Services, and Education?

2. What is the delivery system for vocational education in corrections?

3. How does the administrative structure impact on this delivery system?

4. What relationships have been established with the Board of Parole, Board of Probation, Human Services, the Department of Education, and other related Agencies?

B. Funding (State Aggregates)

1. What amounts of money are available for corrections, correctional education and correctional vocational education?

2. What are the sources of funding, with what degree state level coordination?

3. Are there special provisions for funds?

4. What difficulties exist in securing funds and how might they be overcome?

C. Planning

1. Who is involved and how?

2. Describe the planning processes.

3. What percentage of time alloted is to compliance vs. other types of planning?

4. How are programs added and deleted?

5. What is the degree of community or interagency contact in planning?

D. Policy and Priorities

1. How do academic and vocational education compare?

2. What is the relative importance of Retention vs. Retribution vs. Retraining?

3. How are education, maintenance/service and prison industry related?

4. What are the written documents/laws/ect. on education in correction?

5. What are the expressed purpose and goals of correctional vocational education?

6. What are the definitions used in the correctional programs?

7. What are the most critical changes needed in policy and priority?

8. What is the general nature of information on education topics such as allocation?

E. What Are the Needs and Barriers to Provision of Vocational Education in Corrections as Perceived at the State Level in Terms of:

1. Materials

2. In-Service

3. Support Services

4. Administration

5. Facilities

F. Is There General Programmatic Information Available Related to the Following Areas of Concern:

1. Services provided (courses, follow-up, placement)

2. Enrollments (who, where, why, who not, why, admissions requirements)

3. Kinds of programs (amount of hours, enrollees, graduates, competency-based, time requirements, schedules)
4. Existence of a management information system?
5. Definition of items like corrections, voc-ed, offense, recitivism
6. Goals and how established
7. Evaluation procedures
8. Teacher certification and in-service
9. Women vs. Men programs
10. Time

THIS IS NOT AN EVALUATION

Code: _____

QUESTIONNAIRE ONE: VOCATIONAL/OCCUPATIONAL/TECHNICAL TRAINING PROGRAM

Part 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing inmates for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational/occupational/technical programs at correctional institutions in HEW Region IV (the Southeastern United States) as well as the needs for such programs in this Region.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of programs designed to provide vocational/occupational/technical training at your institution. This portion of the questionnaire should be completed by the person most familiar with the institution's total training program such as the Director of Vocational Training or a person with similar duties and responsibilites. Part 2 of the questionnaire requests more specific information about each training program at your institution and should be completed by a person familiar with that particular operation. A separate copy of Part 2 of this questionnaire should be completed for each vocational program at your institution. Thus, if your institution has three vocational training programs, please complete Part 2 three times--one for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Vocational/Occupational/Technical Training Program, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. This questionnaire requires about 30 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA ITEMS OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE, ROSE ETHERIDGE, JOHN POE, OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire Completed _____

Please provide the following information for contact purposes only.

a) Institution: _____

b) Person completing form: _____

c) Phone # : 121 _____

A. INSTITUTIONAL DATA

Note: If answers to questions 1-6 are contained in a statistical abstract or report for your system or institution, you may attach a copy of the report rather than answering these questions.

1. What is the total number of inmates currently in this institution?

_____ (Males = _____; Females = _____)

2. Estimate the percent of inmates whose length of stay in this institution (before parole, release, or transfer) will probably be:

___% a. less than one year
___% b. 1 to less than 3 years
___% c. 3 to less than 6 years
___% d. 6 to less than 10 years
___% e. 10 years or longer

3. Approximately what percent of the offenders presently being incarcerated in your institution are in each of the following age groups?

___% a. under 15 years
___% b. 15-17
___% c. 18-20
___% d. 21-30
___% e. 31-40
___% f. 41-50
___% g. 51 or more

4. What are the approximate numbers of inmates participating in the following activities?

	Full-Time	Part-Time
a. number in all educational programs	_____	_____
b. vocational education programs	_____	_____
c. academic education programs		
1) remedial or elementary	_____	_____
2) high school GED	_____	_____
3) college level	_____	_____
d. number participating in prison industries	_____	_____
e. number in maintenance or service assignments (food service, building maintenance, hospital duty, etc.)	_____	_____
f. number participating in work release program	_____	_____
g. number participating in study release program	_____	_____

5. Provide a breakdown of your inmate population by ethnicity and sex as indicated below.

	Total Number	Male	Female
a. White or caucasian (other than Spanish surname)	_____	_____%	_____%
b. Black	_____	_____%	_____%
c. Spanish Surname	_____	_____%	_____%
d. American Indian or Eskimo	_____	_____%	_____%
e. Oriental	_____	_____%	_____%
f. Other (Specify) _____	_____	_____%	_____%

6. On the average, how long will an inmate remain in this institution after vocational training?

(Check appropriate answer)

	Male	Female
a. Less than 3 months	_____	_____
b. 3 to less than 6 months	_____	_____
c. 6 to less than 12 months	_____	_____
d. 12 months or more	_____	_____

A. PROGRAM EXPENDITURES

1. What were the total institutional expenditures for the last fiscal year? Include all monies spent for all institutional functions such as administration, training, counseling, building maintenance, utilities, prison industries, etc., regardless of the source of these funds. Exclude capital expenditures.

$_____

2. What were the total educational operation expenditures for vocational and academic education purposes for the last fiscal year? Include all monies spent from the institutional budget and from other sources listed in Question 3 below. Do not include capital expenditures for facilities. Provide the amounts by category, if possible.

	Vocational	Academic
a. Total	$_____	$_____
b. Administrative Expenses	$_____	$_____
c. Instructional Salaries	$_____	$_____
d. Instructional Materials, Supplies and Equipment	$_____	$_____
e. Staff Development	$_____	$_____
f. Support Services (Counseling, Testing)	$_____	$_____

3. Please indicate the sources and amounts of these funds.

	Used (✓)	Amount
a. Institutional Budget	_____	$_____
b. State Department of Community Colleges	_____	$_____
c. State Department of Human Resources	_____	$_____
d. LEAA	_____	$_____
e. ESEA Title I	_____	$_____
f. Social Security Administration	_____	$_____
g. Vocational Rehabilitation	_____	$_____
h. CETA	_____	$_____
i. Institutional School District	_____	$_____
j. Individual Community College or University	_____	$_____
k. Private Corporation (contract/donation)	_____	$_____
l. Civic Club or Organization	_____	$_____
m. Bureau of Vocational Education	_____	$_____
n. State Department of Special Education	_____	$_____
o. Direct Federal Grant	_____	$_____
p. Other (specify) _____	_____	$_____

B. PROGRAMMATIC NEEDS

The purpose of this section of the questionnaire is to learn what changes, if any, you feel would help the vocational education program at your institution better serve your inmate population.

1. Please rate the present personnel needs of your institution in terms of your vocational program by circling your response; further, if the position is rated as 1, 2 or 3, please estimate how many positions are needed.

Present Personnel Needs	Badly Needed	Moderately Needed	Slightly Needed	Presently Sufficient	How many more positions are needed to adequately serve current population?
a. Academic Teachers (e.g., for related instruction)	1	2	3	4	
b. Chaplain	1	2	3	4	
c. Classification Officer	1	2	3	4	
d. Clerical Support	1	2	3	4	
e. Curriculum Specialist	1	2	3	4	
f. Institution Parole Officer	1	2	3	4	
g. Instructional Media Specialist	1	2	3	4	
h. Librarian	1	2	3	4	
i. Line Workers	1	2	3	4	
j. Occupational Therapist	1	2	3	4	
k. Psychologist	1	2	3	4	
l. Reading Specialist	1	2	3	4	
m. Research/Evaluation Personnel	1	2	3	4	
n. Social Workers	1	2	3	4	
o. Sociologist	1	2	3	4	
p. Special Education Teachers	1	2	3	4	
q. Staff Development Personnel	1	2	3	4	
r. Tutoring Specialists	1	2	3	4	
s. Vocational & Educational Counselor	1	2	3	4	
t. Vocational Rehabilitation Counselor	1	2	3	4	
u. Vocational Teachers	1	2	3	4	
v. Vocational Training/Study Release Staff	1	2	3	4	
w. Educational diagnosticians	1	2	3	4	
x. Work evaluation specialists	1	2	3	4	
y. Counselor	1	2	3	4	
z. Other (specify) _____	1	2	3	4	

2. Which of the above items do you consider to be the most critical needs of your vocational program? Please list in order of importance.

a. _____

b. _____

c. _____

d. _____

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3. Below are listed another series of programmatic needs. Please indicate by circling the appropriate response, the degree of need each of these has in your institution's vocational education program; further, please indicate in the final column the amount of additional money needed to adequately serve your present population.

Potential Need	Rating: Badly Needed	Moderately Needed	Slightly Needed	Presently Sufficient	Additional money needed to adequately serve present population
Community/Employer Referral Service	1	2	3	4	
Follow-Up Surveys	1	2	3	4	
Program Planning and Development	1	2	3	4	
Advisory Committee Work	1	2	3	4	
Community/Employer Surveys	1	2	3	4	
Accessing Community Resources	1	2	3	4	
Program Evaluation and Research	1	2	3	4	
Program Administration	1	2	3	4	
Staff Supervision	1	2	3	4	
Interagency Coordination	1	2	3	4	
Teacher In-Service	1	2	3	4	
Community/Employer Visitation	1	2	3	4	
Needs Assessment	1	2	3	4	
Raw Materials	1	2	3	4	
Task Analysis of Occupations	1	2	3	4	
Field Trips	1	2	3	4	
Tools and Equipment	1	2	3	4	
Audio-Visual Materials	1	2	3	4	
Remedial Materials	1	2	3	4	
Furniture & Furnishings	1	2	3	4	
Teaching Games/Working Models	1	2	3	4	
Minority Culture Oriented Materials	1	2	3	4	
Individualized Instruction Materials	1	2	3	4	
Maintenance & Repair of Equipment	1	2	3	4	
Routine Classroom Materials	1	2	3	4	
Printed Materials	1	2	3	4	
Structural Modifications	1	2	3	4	
Shop/Lab Space	1	2	3	4	
Classroom Space	1	2	3	4	
Facilities Maintenance	1	2	3	4	
Office Space	1	2	3	4	
Learning Lab	1	2	3	4	
Curriculum Lab	1	2	3	4	
Model Environments	1	2	3	4	
Other: _____	1	2	3	4	
_____	1	2	3	4	
_____	1	2	3	4	

4. Which of the above items do you consider to be the most critical needs of your vocational program? Please list in order of importance.

a. _____

b. _____

c. _____

d. _____

5. What changes do you think need to be made in the vocational training offerings? Check all that apply.

___ a. Greater variety in program offerings
___ b. More openings in existing programs
___ c. More opportunities for training outside the institution
___ d. New programs to take advantage of changing job markets
___ e. Other (specify) _____

_____

_____

___ f. None

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C. PROGRAM OPERATIONS

1. Please list each vocational program area offered this year under your supervision. Such programs may consist of several courses combined with on-the-job training or solely on-the-job training. However, the program should be designed to prepare a trainee for a specific occupation. Please do not list individual courses, but only programs which as a whole prepare the trainees for an occupation. For each program listed:

   a) give the number of inmates currently enrolled in the program, and the number of inmates currently on the waiting list; and

   b) have a copy of Part 2 of the questionnaire completed by the individual most familiar with the program.

	Program	Number Inmates Currently Enrolled	Number Inmates Currently on Waiting List
EXAMPLE:	Welding	14	22
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

2. Based upon your perception, please describe (state) the major, official goals and purposes of your institution. What is your institution's primary mission?

_____

_____

3. From your perspective, where does vocational education fit within the goals and purposes of your institution?

_____

_____

4. Please indicate the frequency of contact during the usual vocational training cycle with each of the agencies listed below in column 1. In columns 2 and 3 indicate who most frequently initiated the contact, the vocational/occupational/training program personnel or someone within the agency or community. In the last column indicate the major reason for such contact.

Agency	Number of Contacts	Initiated by Program	Initiated by Agency	Reason
1. State Department of Public Instruction Personnel, Vocational Education	___	___	___	_____
2. Vocational Rehabilitation Personnel	___	___	___	_____
3. CETA Representatives	___	___	___	_____
4. Family of Inmate	___	___	___	_____
5. Local School Official (Secondary)	___	___	___	_____
6. State Community College/Technical Institute Personnel	___	___	___	_____
7. Department of Human Resources or Human Services Personnel	___	___	___	_____
8. Volunteers	___	___	___	_____
9. Chambers of Commerce	___	___	___	_____
10. Employment Security Commission Personnel	___	___	___	_____
11. Vocational Advisory Committee Personnel	___	___	___	_____
12. State Department of Public Instruction Special Education Personnel	___	___	___	_____
13. Social Security Administration Personnel	___	___	___	_____
14. Local Community College Personnel	___	___	___	_____
15. Vocational Educators from other Correctional Institutions	___	___	___	_____
16. State Correctional Department Vocational Education Officials	___	___	___	_____
17. 4-Year College and University Personnel	___	___	___	_____
18. Adult Education Association of U.S.A.	___	___	___	_____
19. LEAA Personnel	___	___	___	_____
20. Other (specify) _____	___	___	___	_____

5. Please rate each of the following reasons, in terms of importance, why inmates who are not in your vocational program are not participating. (Circle your answer)

	Very Important Reason	Moderately Important Reason	Slightly Important Reason	Not a Reason
a. Institutional Considerations				
1) Insufficient funds	1	2	3	4
2) Insufficient space or facilities	1	2	3	4
3) Insufficient materials and curriculum	1	2	3	4
4) Insufficient administrative interest	1	2	3	4
5) Lack of program openings	1	2	3	4
6) Length of stay too short	1	2	3	4
7) Other priority assignments in institution	1	2	3	4
8) Lack of institutional/ system incentives	1	2	3	4
9) Other (specify) _____	1	2	3	4
b. Inmate Considerations				
1) Custodial or security reasons	1	2	3	4
2) Lack of inmate interest	1	2	3	4
3) Inmates are underqualified	1	2	3	4
4) Inmates are overqualified	1	2	3	4
5) Inability to meet minimum academic requirements	1	2	3	4
6) Peer pressure against participation	1	2	3	4
7) Lack of priority/ incentives compared to other programs	1	2	3	4
8) Other (specify) _____	1	2	3	4

6. How important are the following suggested goals for vocational training programs at your institution? Please circle your choice from extremely important to less important.

Goal	Rank: Extremely Important	Very Important	Important	Less Important
- Develop specific job skills	1	2	3	4
- Place inmate on a job upon release	1	2	3	4
- Develop inmate's personal and social skills	1	2	3	4
- Provide a means of evaluating inmates for parole	1	2	3	4
- Provide inmates with constructive activities	1	2	3	4
- Training for prison industries	1	2	3	4
- Training for maintenance and service operations	1	2	3	4
- Provide an income for inmate while institutionalized	1	2	3	4
- Safety valve to direct energies	1	2	3	4
- Meet specific legal requirements	1	2	3	4
- Other (specify) _____	1	2	3	4
- Other (specify) _____	1	2	3	4

7. Do you have special training programs for special target populations such as individuals with very low incomes or handicapped individuals?

_____ Yes _____ No

8. If the answer to Question 7, above, was yes please list the target populations for which you have such programs. Please identify the target population as specifically as possible. For example: individuals lacking high school diplomas, illiterates, visually handicapped, inmates over 50 years old, non-English speaking inmates, etc.

_____ _____ _____

_____ _____ _____

_____ _____ _____

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9. How do the following factors influence the vocational program? Please rank the factors in terms of their importance on the following scale where "1" is the most important factor and "15" is the least important factor. Please use each number between 1 and 15 once, and only once. Also indicate briefly in the space provided how the factor influences the program.

Rank	Factor	What influence does this factor have?
___	a. staff skills	_____
___	b. financial resources	_____
___	c. equipment	_____
___	d. federal mandates, rules and regulations	_____
___	e. traditional/ongoing programs	_____
___	f. inmate characteristics	_____
___	g. size of population served	_____
___	h. state mandates, rules and regulations	_____
___	i. facilities	_____
___	j. industrial growth projections	_____
___	k. manpower needs projections	_____
___	l. task analysis of occupations	_____
___	m. inmate interest	_____
___	n. local Advisory Council input	_____
___	o. other: _____	_____

10. How many teachers do you have in each of the following categories?

	Full-Time Teachers	Part-Time Teachers
a. Vocational Teachers		
1) Certified teachers	_____	_____
2) Non-certified teachers (EXCLUDE INMATE TEACHERS)	_____	_____
3) Inmate teachers	_____	_____
4) Teachers from special outside projects	_____	_____
b. Academic Teachers		
1) Certified teachers	_____	_____
2) Non-certified teachers (EXCLUDE INMATE TEACHERS)	_____	_____
3) Inmate teachers	_____	_____
4) Teachers from special outside projects (e.g., Teacher Corps, etc.)	_____	_____

11. What is the usual starting salary for a full-time vocational training instructor per year? And full-time academic instructors?

$ _____ (vocational) $ _____ (academic)

12. What is the average annual salary currently being paid to a full-time vocational training instructor? And full-time academic instructors?

$ _____ (vocational) $ _____ (academic)

13. In your opinion and in general, how well trained by their formal education are your vocational teachers, in terms of being effective with your population of students? Check appropriate answer.

Academic Background/Experience	Performance in the Classroom/Shop
___ a. very well trained	___ a. very well trained
___ b. moderately well trained	___ b. moderately well trained
___ c. minimally trained	___ c. minimally trained
___ d. insufficiently trained	___ d. insufficiently trained

14. How many of your vocational teachers have had formal education in each of the following?

_____ a. Special Education
_____ b. Related Education (e.g., guidance or counseling)
_____ c. Remedial Education
_____ d. Corrections or law enforcement
_____ e. Adult Education
_____ f. Other (specify) _____

15. Can inmates with assignments in prison industries, maintenance or outside jobs take vocational training programs at the same time?

_____ Yes _____ No

16. What types of vocational guidance and counseling services are regularly provided to most inmates during their stay in this institution? Check all that apply.

___ a. Aptitude testing
___ b. Interest testing
___ c. Visits by outside business and industry representatives
___ d. Individual vocational counseling
___ e. Vocational counseling with groups of inmates
___ f. Helping inmates with problems in adjusting their work or training assignments
___ g. None

17. What types of job placement services are regularly provided to most inmates during their stay in this institution? Check all that apply.

___ a. File of "position openings" maintained in the institution
___ b. Literature or other informatin concerning job opportunities, and entry requirements provided
___ c. Referrral of inmates to particular employer(s) for job interview
___ d. Job placement services provided by pre-release center or halfway house
___ e. Course on job hunting skills, such as filling out application blanks, appropriate interview behavior, etc.
___ f. Registration of inmates at state or local employment offices
___ g. None provided
___ h. Other (specify) _____

_____

18. Who provides job placement services? _____

_____

Code: _____

NAME OF VOCATIONAL TRAINING PROGRAM:

_____

_____

Date Completed: _____

Part 2

1. List up to five occupations or payroll job titles for which this program prepares trainees:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. How many trainees are currently enrolled in this program?

   _____ (# of males: _____; # of females _____)

3. What is the maximum number of trainees which your program can train at one time?

   _____

4. Please estimate the numbers of trainees currently in this program who are:

   Number

   _____ a. White or Caucasian other than Spanish surname
   _____ b. Black
   _____ c. Spanish Surname
   _____ d. American Indian or Eskimo-Aleut
   _____ e. Oriental
   _____ f. Other (specify) _____

5. Please estimate the number of trainees in the following age categories:

Number		Number	
_____	a. Under 15	_____	e. 31-40
_____	b. 15-17	_____	f. 41-50
_____	c. 18-20	_____	g. 51 Up
_____	d. 21-30		

6. How many handicapped students do you serve in this program?

_____	mentally retarded	_____	learning disabled
_____	crippled	_____	severely emotionally disturbed
_____	blind/visually impaired		
_____	deaf/hearing impaired	_____	none

7. How much are trainees in this vocational training program paid per hour? If nothing, write in $0.00.

   $ _____

8. If paid, how is a trainee's pay rate determined? _____

_____

9. In your opinion, what do the inmates generally see as the advantage of being in this vocational training program? Please rank the listed advantages on a scale where 1 indicates the "greatest advantage" and 10 indicates the "least advantage." Please use each number only once.

___ a. consideration for early parole
___ b. the pay
___ c. shortened time to serve
___ d. learning a job skill for post-release employment
___ e. desirable work assignment in institution (explain)
_____
___ f. desirable housing area (cell block, wing, etc.)
___ g. increased freedom of movement in stitution
___ h. opportunity for work or study release
___ i. fulfill mandatory requirement
___ j. other (specify) _____

10. What entry requirements operate for this program? Check all that apply.

	Item	Brief Explanation
___ a.	minimum custody or security level	_____
___ b.	specific age range	_____
___ c.	specific reading requirements	_____
___ d.	specific math or other academic requirements	_____
___ e.	absence of specific handicaps	_____
___ f.	never incarcerated for certain offenses	_____
___ g.	sufficient time remaining before release to complete training	_____
___ h.	prior skill training or work experience	_____
___ i.	minimum school grade equivalent completed	_____
___ j.	I.Q. or other standardized score	_____
___ k.	no requirement (i.e., open-entry)	_____
___ l.	other (specify) _____	
	_____	_____

11. Does the program have: (Check all that apply)

___ a. own shop or lab within institution
___ b. classroom instructional space
___ c. all major tools, equipment needed to teach program
___ d. raw materials and supplies in adequate amounts
___ e. audio-visual materials
___ f. self-instructional materials
___ g. facilities in adequate repair
___ h. equipment in adequate repair
___ i. academic support services
___ j. remedial services
___ k. psychological, counseling or diagnostic services
___ l. sufficient printed/text materials

12. How do you judge the progress of trainees in your program? Check all that apply.

___ a. grade at end of program
___ b. grade periodically throughout the program
___ c. diagnostic ratings of skill areas
___ d. written narrative progress reports
___ e. observation of performance
___ f. paper and pencil achievement tests
___ g. non-paper and pencil achievement tests
___ h. formally scheduled review sessions between instructor and trainee
___ i. grade on individual projects
___ j. diagnostic ratings of attitude
___ k. informal supervisory review
___ l. none
___ m. other (specify) _____

13. What certification or rewards are granted upon completion of the program?

_____

14. Briefly describe the period of time during which the trainee remains in the program.

_____

_____

The next three questions concern trainees enrolled in this program during the last two years. Please exclude currently enrolled trainees from consideration in answering these questions.

15. During the past two years, how many trainees have been enrolled in this program? (Please exclude current enrollees)

_____

16. Of those enrolled in this program within the last two years, how many trainees completed all phases of the training program?

_____

17. To the best of your knowledge, of those enrolled in this program within the last two years who have been released or paroled:

a. How many were placed in jobs related to the field of training upon release or parole? _____

b. How many continued in education or training? _____

c. How many were placed in jobs not related to field of training upon release or parole? _____

d. How many actively sought employment but were unable to find a job? _____

e. How did you obtain this information? _____

_____

THIS IS NOT AN EVALUATION

Code: _____

Juvenile Institutions

QUESTIONNAIRE ONE: VOCATIONAL/OCCUPATIONAL/TECHNICAL TRAINING PROGRAM

Part 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing offenders for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational/occupational/technical programs at correctional institutions in HEW Region IV (the Southeastern United States) as well as the needs existing in these programs in this Region.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of programs designed to provide vocational/occupational/technical training at your institution. This portion of the questionnaire should be completed by the person most familiar with the institution's total training program such as the Director of Vocational Training or a person with similar duties and responsibilites. Part 2 of the questionnaire requests more specific information about each training program at your institution and should be completed by a person familiar with that particular operation. A separate copy of Part 2 of this questionnaire should be completed for each vocational program at your institution. Thus, if your institution has three vocational training programs, please complete Part 2 three times--one for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Vocational/Occupational/Technical Training Program, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. This questionnaire requires about 30 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA ITEMS OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE, ROSE ETHERIDGE, JOHN POE, OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire Completed _____

Please provide the following information for contact purposes only.

a) Institution: _____

b) Person completing form: _____

c) Phone # : _____

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A. INSTITUTIONAL DATA

Note: If answers to questions 1-6 are contained in a statistical abstract or report for your system or institution, you may attach a copy of the report rather than answering these questions.

1. What is the total number of offenders currently in this institution?

_____ (Males = _____; Females = _____)

2. Estimate the percent of offenders whose length of stay in this institution (before parole, release, or transfer) will probably be:

___% a. less than one year
___% b. 1 to less than 3 years
___% c. 3 to less than 6 years
___% d. 6 to less than 10 years
___% e. 10 years or longer

3. Approximately what percent of the offenders presently being incarcerated in your institution are in each of the following age groups?

___% a. under 15 years
___% b. 15-17
___% c. 18-20
___% d. 21-30

4. What are the approximate numbers of offenders participating in the following activities?

	Full-Time	Part-Time
a. number in all educational programs	_____	_____
b. vocational education programs	_____	_____
c. academic education programs		
1) remedial or elementary	_____	_____
2) high school GED	_____	_____
3) college level	_____	_____
d. number participating in prison industries	_____	_____
e. number in maintenance or service assignments (food service, building maintenance, hospital duty, etc.)	_____	_____
f. number participating in work release program	_____	_____
g. number participating in study release program	_____	_____

5. Provide a breakdown of your offender population by ethnicity and sex as indicated below.

	Total Number	Male	Female
a. White or caucasian (other than Spanish surname)	_____	_____%	_____%
b. Black	_____	_____%	_____%
c. Spanish Surname	_____	_____%	_____%
d. American Indian or Eskimo	_____	_____%	_____%
e. Oriental	_____	_____%	_____%
f. Other (Specify) _____	_____	_____%	_____%

6. On the average, how long will an offender remain in this institution after vocational training?
(Check appropriate answer)

	Male	Female
a. Less than 3 months	_____	_____
b. 3 to less than 6 months	_____	_____
c. 6 to less than 12 months	_____	_____
d. 12 months or more	_____	_____

A. PROGRAM EXPENDITURES

1. What were the total institutional expenditures for the last fiscal year? Include all monies spent for all institutional functions such as administration, training, counseling, building maintenance, utilities, prison industries, etc., regardless of the source of these funds. Exclude capital expenditures.

$_____

2. What were the total educational operation expenditures for vocational and academic education purposes for the last fiscal year? Include all monies spent from the institutional budget and from other sources listed in Question 3 below. Do not include capital expenditures for facilities. Provide the amounts by category, if possible.

	Vocational	Academic
a. Total	$_____	$_____
b. Administrative Expenses	$_____	$_____
c. Instructional Salaries	$_____	$_____
d. Instructional Materials, Supplies and Equipment	$_____	$_____
e. Staff Development	$_____	$_____
f. Support Services (Counseling, Testing)	$_____	$_____

3. Please indicate the sources and amounts of these funds.

	Used (✓)	Amount
a. Institutional Budget	_____	$_____
b. State Department of Community Colleges	_____	$_____
c. State Department of Human Resources	_____	$_____
d. LEAA	_____	$_____
e. ESEA Title I	_____	$_____
f. Social Security Administration	_____	$_____
g. Vocational Rehabilitation	_____	$_____
h. CETA	_____	$_____
i. Institutional School District	_____	$_____
j. Individual Community College or University	_____	$_____
k. Private Corporation (contract/donation)	_____	$_____
l. Civic Club or Organization	_____	$_____
m. Bureau of Vocational Education	_____	$_____
n. State Department of Special Education	_____	$_____
o. Direct Federal Grant	_____	$_____
p. Other (specify) _____	_____	$_____

B. PROGRAMMATIC NEEDS

The purpose of this section of the questionnaire is to learn what changes, if any, you feel would help the vocational training program at your institution better serve your offender population.

1. Please rate the present personnel needs of your institution in terms of your vocational program by circling your response; further, if the position is rated as 1, 2 or 3, please estimate how many positions are needed.

Present Personnel Needs	Badly Needed	Moderately Needed	Slightly Needed	Presently Sufficient	How many more positions are needed to adequately serve current population?
a. Academic Teachers	1	2	3	4	____
b. Chaplain	1	2	3	4	____
c. Classification Officer	1	2	3	4	____
d. Clerical Support	1	2	3	4	____
e. Curriculum Specialist	1	2	3	4	____
f. Institution Parole Officer	1	2	3	4	____
g. Instructional Media Specialist	1	2	3	4	____
h. Librarian	1	2	3	4	____
i. Line Workers	1	2	3	4	____
j. Occupational Therapist	1	2	3	4	____
k. Psychologist/Counselor	1	2	3	4	____
l. Reading Specialist	1	2	3	4	____
m. Research/Evaluation Personnel	1	2	3	4	____
n. Social Workers	1	2	3	4	____
o. Sociologist	1	2	3	4	____
p. Special Education Teachers	1	2	3	4	____
q. Staff Development Personnel	1	2	3	4	____
r. Tutoring Specialists	1	2	3	4	____
s. Vocational & Educational Counselor	1	2	3	4	____
t. Vocational Rehabilitation Counselor	1	2	3	4	____
u. Vocational Teachers	1	2	3	4	____
v. Work/Study Release Staff	1	2	3	4	____
w. Psychiatrist	1	2	3	4	____
x. Other (please specify) _____	1	2	3	4	____
_____	1	2	3	4	____

2. Which of the above items do you consider to be the most critical needs of your vocational program? Please list in order of importance.

a. _____

b. _____

c. _____

d. _____

3. Below are listed another series of programmatic needs. Please indicate by circling the appropriate response, the degree of need each of these has in your institution's vocational education program; further, please indicate in the final column the amount of additional money needed to adequately serve your present population.

Potential Need	Rating: Badly Needed	Moderately Needed	Slightly Needed	Presently Sufficient	Additional money needed to adequately serve present population
Community/Employer Referral Service	1	2	3	4	
Follow-Up Surveys	1	2	3	4	
Program Planning and Development	1	2	3	4	
Advisory Committee Work	1	2	3	4	
Community/Employer Surveys	1	2	3	4	
Accessing Community Resources	1	2	3	4	
Program Evaluation and Research	1	2	3	4	
Program Administration	1	2	3	4	
Staff Supervision	1	2	3	4	
Interagency Coordination	1	2	3	4	
Teacher In-Service	1	2	3	4	
Community/Employer Visitation	1	2	3	4	
Needs Assessment	1	2	3	4	
Raw Materials	1	2	3	4	
Task Analysis of Occupations	1	2	3	4	
Field Trips	1	2	3	4	
Tools and Equipment	1	2	3	4	
Audio-Visual Materials	1	2	3	4	
Remedial Materials	1	2	3	4	
Furniture & Furnishings	1	2	3	4	
Teaching Games/Working Models	1	2	3	4	
Minority Culture Oriented Materials	1	2	3	4	
Individualized Instruction Materials	1	2	3	4	
Maintenance & Repair of Equipment	1	2	3	4	
Routine Classroom Materials	1	2	3	4	
Printed Materials	1	2	3	4	
Structural Modifications	1	2	3	4	
Shop/Lab Space	1	2	3	4	
Classroom Space	1	2	3	4	
Facilities Maintenance	1	2	3	4	
Office Space	1	2	3	4	
Learning Lab	1	2	3	4	
Curriculum Lab	1	2	3	4	
Model Environments	1	2	3	4	
Educational diagnostic services	1	2	3	4	
Career Education	1	2	3	4	
Other: _____	1	2	3	4	

4. Which of the above items do you consider to be the most critical needs of your vocational program? Please list in order of importance.

a. _____

b. _____

c. _____

d. _____

5. What changes do you think need to be made in the vocational training offerings? Check all that apply.

___ a. Greater variety in program offerings
___ b. More openings in existing programs
___ c. More opportunities for training outside the institution
___ d. New programs to take advantage of changing job markets
___ e. Other (specify) _____

_____

_____

___ f. None

C. PROGRAM OPERATIONS

1. Please list each vocational program area offered this year under your supervision. Such program areas may consist of several courses combined with on-the-job training or solely on-the-job training. However, the program area should be designed to prepare a trainee for a specific job or occupation. Please do not list individual courses, but only program areas which as a whole prepare the trainee for an occupation. For each program listed:

   a) give the number of offenders currently enrolled in the program, and the number of offenders currently on the waiting list; and

   b) have a copy of Part 2 of the questionnaire completed by the individual most familiar with the program.

	Program	Number Offenders Currently Enrolled	Number Offenders Currently on Waiting List
EXAMPLE:	Auto Body Repair	13	3
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

2. Please describe (state) the major, official goals and purposes of your institution. What is your institution's primary mission?

_____

_____

3. Where does vocational education fit within the goals and purposes of your institution?

_____

_____

4. Please indicate the frequency of contact during the course of a training year with each of the agencies listed below in column 1. In columns 2 and 3 indicate who most frequently initiated the contact. In the last column indicate the major reason for such contact.

Agency	Number of Contacts	Initiated by Program	Initiated by Agency	Reason
1. State Department of Public Instruction Personnel, Vocational Education	___	___	___	_____
2. Vocational Rehabilitation Personnel	___	___	___	_____
3. CETA Representatives	___	___	___	_____
4. Family of Inmate	___	___	___	_____
5. Local School Official (Secondary)	___	___	___	_____
6. State Community College/Technical Institute Personnel	___	___	___	_____
7. Department of Human Resources	___	___	___	_____
8. Volunteers	___	___	___	_____
9. Chambers of Commerce	___	___	___	_____
10. Employment Security Commission Personnel	___	___	___	_____
11. Vocational Advisory Committee Personnel	___	___	___	_____
12. State Department of Public Instruction Special Education Personnel	___	___	___	_____
13. Social Security Administration Personnel	___	___	___	_____
14. Local Community College Personnel	___	___	___	_____
15. Vocational Educators from other Treatment Centers	___	___	___	_____
16. 4-Year College and University Personnel	___	___	___	_____
17. LEAA Personnel	___	___	___	_____
18. Other (specify) _____	___	___	___	_____

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5. Please rate each of the following reasons, in terms of importance, why offenders who are not in your vocational program are not participating. (Circle your answer)

	Very Important Reason	Moderately Important Reason	Slightly Important Reason	Not a Reason
a. Institutional Considerations				
1) Insufficient funds	1	2	3	4
2) Insufficient space or facilities	1	2	3	4
3) Insufficient materials and curriculum	1	2	3	4
4) Insufficient administrative interest	1	2	3	4
5) Lack of program openings	1	2	3	4
6) Length of stay too short	1	2	3	4
7) Other priority assignments in institution	1	2	3	4
8) Lack of institutional/ system incentives	1	2	3	4
9) Other (specify) _____	1	2	3	4
b. Offender Considerations				
1) Custodial or security reasons	1	2	3	4
2) Lack of offender interest	1	2	3	4
3) Offenders are underqualified	1	2	3	4
4) Offenders are overqualified	1	2	3	4
5) Inability to meet minimum academic requirements	1	2	3	4
6) Peer pressure against participation	1	2	3	4
7) Lack of priority/ incentives compared to other programs	1	2	3	4
8) Other (specify) _____	1	2	3	4

6. How important are the following suggested goals for vocational training programs at your institution? Please circle your choice from extremely important to less important.

Goal	Rank: Extremely Important	Very Important	Important	Less Important
- Develop specific job skills	1	2	3	4
- Place offender on a job upon release	1	2	3	4
- Develop offender's personal and social skills	1	2	3	4
- Provide a means of evaluating offenders for release	1	2	3	4
- Provide offenders with constructive activities	1	2	3	4
- Training for prison industries	1	2	3	4
- Training for maintenance and service operations	1	2	3	4
- Provide an income for offender while institutionalized	1	2	3	4
- Safety valve to direct energies	1	2	3	4
- Meet specific legal requirements	1	2	3	4
- Other (specify) _____	1	2	3	4
- Other (specify) _____	1	2	3	4

7. Do you have special training programs for special target populations such as individuals with very low incomes or handicapped individuals?

_____ Yes _____ No

8. If the answer to Question 7, above, was yes please list the target populations for which you have such programs. Please identify the target population as specifically as possible. For example: individuals lacking high school diplomas, illiterates, visually handicapped, non-English speaking offenders, etc.

_____ _____ _____

_____ _____ _____

_____ _____ _____

9. How do the following factors affect the vocational programs you offer? Please rank the factors affecting your programs on the following scale where "1" is the most important factor and "15" is the least important factor. Please use each number between 1 and 15 once, and only once. Also indicate briefly in the space provided how this factor affects your programs.

	Factor	How factor affects programs
___	a. staff skills	_____
___	b. financial resources	_____
___	c. equipment	_____
___	d. federal mandates, rules and regulations	_____
___	e. traditional/ongoing programs	_____
___	f. offender characteristics	_____
___	g. size of population served	_____
___	h. state mandates, rules and regulations	_____
___	i. facilities	_____
___	j. industrial growth projections	_____
___	k. manpower needs projections	_____
___	l. task analysis of occupations	_____
___	m. offender interest	_____
___	n. local Advisory Council input	_____
___	o. other: _____	_____

10. How many teachers do you have in each of the following categories?

	Full-Time Teachers	Part-Time Teachers
a. Vocational Teachers		
1) Certified teachers	_____	_____
2) Non-certified teachers (EXCLUDE OFFENDER TEACHERS)	_____	_____
3) Offender teachers	_____	_____
4) Teachers from special outside projects	_____	_____
b. Academic Teachers		
1) Certified teachers	_____	_____
2) Non-certified teachers (EXCLUDE OFFENDER TEACHERS)	_____	_____
3) Offender teachers	_____	_____
4) Teachers from special outside projects (e.g., Teacher Corps, etc.)	_____	_____

11. What is the usual starting salary for a full-time vocational training instructor per year? And full-time academic instructors?

$ _____ (vocational) $ _____ (academic)

12. What is the average annual salary currently being paid to a full-time vocational training instructor? And full-time academic instructors?

$ _____ (vocational) $ _____ (academic)

13. In your opinion and in general, how well trained by their formal education are your vocational teachers, in terms of being effective with your population of students? Check appropriate answer.

Academic Background/Experience	Performance in the Classroom/Shop
___ a. very well trained	___ a. very well trained
___ b. moderately well trained	___ b. moderately well trained
___ c. minimally trained	___ c. minimally trained
___ d. insufficiently trained	___ d. insufficiently trained

14. How many of your vocational teachers have had formal education in each of the following?

_____ a. Special Education
_____ b. Related Education (e.g., guidance or counseling)
_____ c. Remedial Education
_____ d. Corrections or law enforcement
_____ e. Adult Education
_____ f. Other (specify) _____

15. Can offenders with assignments in center's service/maintenance or outside jobs take vocational training programs at the same time?

_____ Yes _____ No

16. What types of vocational guidance and counseling services are regularly provided to most offenders during their stay in this center? Check all that apply.

___ a. Aptitude testing
___ b. Interest testing
___ c. Visits by outside business and industry representatives
___ d. Individual vocational counseling
___ e. Vocational counseling with groups of offenders
___ f. Helping offenders with problems in adjusting their work or training assignments
___ g. None

17. What types of job placement services are regularly provided to most offenders during their stay in this center? Check all that apply.

___ a. File of "position openings" maintained at the center
___ b. Literature or other informatin concerning job opportunities, and entry requirements provided
___ c. Referrral of offenders to particular employer(s) for job interview
___ d. Job placement services provided by pre-release center or halfway house
___ e. Course on job hunting skills, such as filling out application blanks, appropriate interview behavior, etc.
___ f. Registration of offenders at state or local employment offices
___ g. None provided
___ h. Other (specify) _____

_____

18. Who provides job placement services? _____

_____

Code: _____

NAME OF VOCATIONAL TRAINING PROGRAM:

_____

_____

Date Completed: _____

Part 2

1. List up to five occupations or payroll job titles for which this program prepares trainees:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. How many trainees are currently enrolled in this program?

   _____ (# of males: _____; # of females _____)

3. What is the maximum number of trainees which your program can train at one time?

   _____

4. Please estimate the numbers of trainees currently in this program who are:

   Number

   _____ a. White or Caucasian other than Spanish surname
   _____ b. Black
   _____ c. Spanish Surname
   _____ d. American Indian or Eskimo-Aleut
   _____ e. Oriental
   _____ f. Other (specify) _____

5. Please estimate the number of trainees in the following age categories:

   Number

   _____ a. Under 15
   _____ b. 15-17
   _____ c. 18-20
   _____ d. 21-30

6. How many handicapped students do you serve in this program?

   _____ mentally retarded
   _____ crippled
   _____ blind/visually impaired
   _____ deaf/hearing impaired
   _____ learning disabled
   _____ severely emotionally disturbed
   _____ none

7. How much are trainees in this vocational training program paid per hour? If nothing, write in $0.00.

   $ _____

8. If paid, how is a trainee's pay rate determined? _____

_____

9. In your opinion, what do the offenders generally see as the advantage of being in this vocational training program? Please rank the listed advantages on a scale where 1 indicates the "greatest advantage" and 10 indicates the "least advantage." Please use each number only once.

___ a. consideration for early release
___ b. the pay
___ c. shortened time to serve
___ d. learning a job skill for post-release employment
___ e. desirable work assignment in institution (explain)

_____

___ f. desirable housing area (cell block, wing, etc.)
___ g. increased freedom of movement in stitution
___ h. opportunity for work or study release
___ i. fulfill mandatory requirement
___ j. other (specify) _____

10. What entry requirements operate for this program? Check all that apply.

	Item	Brief Explanation
___ a.	minimum custody or security level	_____
___ b.	specific age range	_____
___ c.	specific reading requirements	_____
___ d.	specific math or other academic requirements	_____
___ e.	absence of specific handicaps	_____
___ f.	never incarcerated for certain offenses	_____
___ g.	sufficient time remaining before release to complete training	_____
___ h.	prior skill training or work experience	_____
___ i.	minimum school grade equivalent completed	_____
___ j.	I.Q. or other standardized score	_____
___ k.	no requirement (i.e., open-entry)	_____
___ l.	other (specify) _____	
	_____	_____

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11. Does the program have: (Check all that apply)

___ a. own shop or lab within institution
___ b. classroom instructional space
___ c. all major tools, equipment needed to teach program
___ d. raw materials and supplies in adequate amounts
___ e. audio-visual materials
___ f. self-instructional materials
___ g. facilities in adequate repair
___ h. equipment in adequate repair
___ i. academic support services
___ j. remedial services
___ k. psychological, counseling or diagnostic services
___ l. sufficient printed/text materials

12. How do you judge the progress of trainees in your program? Check all that apply.

___ a. grade at end of program
___ b. grade periodically throughout the program
___ c. diagnostic ratings of skill areas
___ d. written narrative progress reports
___ e. observation of performance
___ f. paper and pencil achievement tests
___ g. non-paper and pencil achievement tests
___ h. formally scheduled review sessions between instructor and trainee
___ i. grade on individual projects
___ j. diagnostic ratings of attitude
___ k. informal supervisory review
___ l. none
___ m. other (specify) _____

13. What certification or rewards are granted upon completion of the program?

_____

14. Briefly describe the period of time during which the trainee remains in the program.

_____

_____

The next three questions concern trainees enrolled in this program during the last two years. Please exclude currently enrolled trainees from consideration in answering these questions.

15. During the past two years, how many trainees have been enrolled in this program? (Please exclude current enrollees)

_____

16. Of those enrolled in this program within the last two years, how many trainees completed all phases of the training program?

_____

17. To the best of your knowledge, of those enrolled in this program within the last two years who have been released or paroled:

a. How many were placed in jobs related to the field of training upon release or parole? _____

b. How many continued in education or training? _____

c. How many were placed in jobs not related to field of training upon release? _____

d. How many actively sought employment but were unable to find a job? _____

e. How did you obtain this information? _____

_____

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Code: _____

QUESTIONNAIRE TWO: PRISON MAINTENANCE AND SERVICES OPERATIONS

PART 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing inmates for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational education and related programs at correctional institutions in HEW Region IV (the Southeastern United States) as well as the needs for such programs in this Region.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of the training opportunities in prison maintenance and service operations in your facility. This portion of the questionnaire should be completed by the person most familiar with the institution's maintenance and service operations such as the Director of Maintenance. Assistance in completing this part of the questionnaire may be required of the Associate Superintendent, School Principal, business office and records personnel. Part 2 of the questionnaire requests more specific information about each maintenance and service operation at your institution and should be completed by a person familiar with that particular operation. A separate copy of Part 2 of this questionnaire should be completed for each maintenance/service program at your institution. Thus, if your institution has three maintenance and service operations, please complete Part 2 three times--once for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Prison Maintenance and Service Operations Questionnaire, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. This questionnaire requires about 10 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA ITEMS OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire Completed _____

Please provide the following information for contact purposes only.

a) Institution: _____

b) Person completing form: _____

c) Phone #: _____

A. INSTITUTIONAL DATA

Note: If answers to questions 1-5 are contained in a statistical abstract or report for your system or institution, you may attach a copy of the report rather than answering these questions.

1. What is the total number of inmates currently in this institution?

_____ (Males = _____; Females = _____)

2. Estimate the percent of inmates whose length of stay in this institution (before parole, release, or transfer) will probably be:

___% a. less than one year
___% b. 1 to less than 3 years
___% c. 3 to less than 6 years
___% d. 6 to less than 10 years
___% e. 10 years or longer

3. Approximately what percent of the offenders presently being incarcerated in your institution are in each of the following age groups?

___% a. under 15 years
___% b. 15-17
___% c. 18-20
___% d. 21-30
___% e. 31-40
___% f. 41-50
___% g. 51 or more

4. What are the approximate numbers of inmates participating in the following activities?

	Full-Time	Part-Time
a. number in all educational programs	_____	_____
b. vocational education programs	_____	_____
c. academic education programs		
1) remedial or elementary	_____	_____
2) high school GED	_____	_____
3) college level	_____	_____
d. number participating in prison industries	_____	_____
e. number in maintenance or service assignments (food service, building maintenance, hospital duty, etc.)	_____	_____
f. number participating in vocational training release program	_____	_____
g. number participating in study release program	_____	_____

5. On the average, how long will an inmate remain in this institution after vocational training? (Check appropriate answer)

	Male	Female
a. Less than 3 months	_____	_____
b. 3 to less than 6 months	_____	_____
c. 6 to less than 12 months	_____	_____
d. 12 months or more	_____	_____

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B. MAINTENANCE AND SERVICE OPERATIONS

1. Please list the maintenance and service operations situated at this institution:

   a) _____

   b) _____

   c) _____

   d) _____

   e) _____

Complete one copy of Part 2 for each maintenance and service operation listed above. Be sure to fill in the name of the maintenance/service operation covered by each Part 2 at the top of the questionnaire.

2. Which of the following suggested goals for maintenance and service operations do you feel are most important in actual practice at your institution? Please rank these goals according to their importance at your institution on a scale from 1 to 10, on which "1" indicates the most important goal and "10" indicates the least important goal. Please use each number between 1 and 10 only once.

   ____ a. develop specific job skills for employment on release

   ____ b. provide income for inmate while in institution

   ____ c. develop inmate's work habits

   ____ d. reduce cost of incarceration to state

   ____ e. perform a necessary service for the facility

   ____ f. produce a quality product at a profit

   ____ g. provide a means of evaluating inmate for parole

   ____ h. relieve boredom and/or fill inmates' time with activity

   ____ i. teach work values and attitudes

   ____ j. other (specify) _____

3. How many workers are currently working in the prison maintenance and service operations? _____

4. Do inmates receive shortened sentences ("good time") for participating in maintenance and service operations?

   ____ Yes ____ No (Comments _____)

5. On the average, how many different service assignments will an inmate have during incarceration at your institution? (Circle one)

   a) 1; b) 2-3; c) 4-5; d) 6-9; e) 10 or more

6. Do/can inmates receive educational credit for participation in maintenance and service operations?

____ Yes ____ No Explain briefly _____

_____

7. Can inmates participate in vocational training programs(if available) offered by other departments of this institution while assigned to maintenance and service operations?

____ Yes ____ No Explain briefly _____

_____

Code: _____

MAINTENANCE AND/OR SERVICE OPERATION

_____

QUESTIONNAIRE #2

PART 2

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this service operation frequently prepares inmates. For example, specific job titles for a food service program might include waiter or cook.

_____

_____

2. How many inmates are currently working in this maintenance or service operation?

_____

3. On the average, how much are inmates in this maintenance or service operation paid per hour? If nothing, write in $0.00

$_____

4. How is a worker's pay rate determined? _____

_____

5. In your opinion, what do the inmates generally see as the advantage of being in this maintenance/service operation? Please rank the listed advantages on a scale where "1" indicates the "greatest advantage" and "9" indicates the "least advantage."

____ a. consideration for early parole

____ b. the pay

____ c. shortened time to serve

____ d. learning a job skill for post-release employment

____ e. desirable work assignment in institution (explain)

_____

____ f. desirable housing area (cell block, wing, etc.)

____ g. increased freedom of movement in institution

____ h. opportunity for work or study release

____ i. other (specify) _____

6. How many different job assignments does an inmate typically perform within a two year period in this service operation? (Circle one)

a) 1; b) 2; c) 3-4; d) 5 or more

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7. If an inmate needs additional training in order to perform the assigned job properly, which of the following best describes what you usually do? (Check the appropriate response)

____ a. assign inmate to an easier job in order to get the work done

____ b. remove inmate to another assignment

____ c. let inmate continue working below standard while he develops the needed skills

____ d. devise an on-the-job development program

____ e. assign inmate as a "team" member to learn modeling behavior

____ f. devise an off-the-job instructional program

____ g. other (please specify) _____

8. Is there a particular person or persons who as a major part of their job is formally assigned the duty of providing specific instruction to inmates who work in maintenance/service operations?

____ Yes ____ No

9. If Yes, how many of these persons referred to in Question 8 are:

____ a. non-inmate supervisor(s)

____ b. experienced inmate(s)

____ c. other (specify) _____

10. Of the persons (instructors) referred to in Questions 8 and 9, how many are assigned to each of the following organizations?

Organization	Number
prison service operations	_____
prison industries	_____
prison vocational education	_____
prison academic education	_____
other (specify) _____	_____

11. How do you judge the progress of trainees in your program?

____ a. written program/progress report
____ b. formal supervisory inspection of individual task
____ c. product inspection
____ d. diagnostic appraisal of work skills
____ e. diagnostic appraisal of work attitudes
____ f. individual, formally scheduled review between inmate and supervisor
____ g. no review
____ h. informal non-specific review
____ i. group inspection of service
____ j. other (specify) _____

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Code _____

QUESTIONNAIRE TWO: MAINTENANCE AND SERVICES OPERATIONS
IN JUVENILE TREATMENT CENTERS

Part 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing offenders for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational/occupational/technical programs at adult and juvenile institutions in HEW Region IV (the Southeastern United States) as well as the needs for such programs in this Region.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of the training opportunities in institutional maintenance and service operations in your facility. This portion of the questionnaire should be completed by the person most familiar with the center's maintenance and service operations such as the Director of Maintenance. Part 2 of the questionnaire requests more specific information about each maintenance and service operation at your center and should be completed by a person familiar with that particular operation. The types of maintenance and service operations which should be considered include: custodial, groundskeeping, farm operations, building maintenance and repairs, vehicle maintenance, food services, laundry, and so forth. A separate copy of Part 2 of this questionnaire should be completed for each maintenance program at your center. Thus, if your center has three maintenance and service operations, please completed Part 2 three times--once for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Maintenance and Service Operations Questionnaire, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. This questionnaire requires about 10 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire
Completed _____

Please provide the following information for contact purposes only.

a) Center: _____

b) Person completing form: _____

c) Phone #: _____

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A. CENTER DATA

Note: If answers to questions 1-6 are contained in a statistical abstract or report for your system or center, you may attach a copy of the report rather than answering these questions.

1. What is the total number of offenders currently in this center?

_____ (Males = _____; Females = _____)

2. Estimate the percent of offenders whose length of stay in this center (before parole, release, or transfer) will probably be:

___% a. less than one year
___% b. 1 to less than 3 years
___% c. 3 to less than 6 years
___% d. 6 to less than 10 years
___% e. 10 years or longer

3. Approximately what percent of the offenders presently being incarcerated in your institution are in each of the following age groups?

___% a. under 16 years
___% b. 16-17
___% c. 18-19
___% d. 20-21

4. What are the approximate numbers of offenders participating in the following activities?

	Full-Time	Part-Time
a. number in all educational programs	_____	_____
b. vocational education programs	_____	_____
c. academic education programs		
1) remedial or elementary	_____	_____
2) high school GED	_____	_____
3) college level	_____	_____
d. number in maintenance or service assignments (food service, building maintenance, hospital duty, etc.)	_____	_____
e. number participating in vocational training program	_____	_____
f. number participating in study release program	_____	_____

5. Provide a breakdown of your offender population by ethnicity and sex as indicated below.

	Total Number	Male	Female
a. White or caucasian (other than Spanish surname)	_____	____%	____%
b. Black	_____	____%	____%
c. Spanish Surname	_____	____%	____%
d. American Indian or Eskimo	_____	____%	____%
e. Oriental	_____	____%	____%
f. Other (Specify) _____	_____	____%	____%

6. On the average, how long will an offender remain in this center after vocational training?
(Check appropriate answer)

	Male	Female
a. Less than 3 months	_____	_____
b. 3 to less than 6 months	_____	_____
c. 6 to less than 12 months	_____	_____
d. 12 months or more	_____	_____

B. MAINTENANCE AND SERVICE OPERATIONS

1. Please list the maintenance and service operations situated at this treatment center.

a) _____

b) _____

c) _____

d) _____

e) _____

Complete one copy of Part 2 for each maintenance and service operation listed above. Be sure to fill in the name of the maintenance/service operation covered by each Part 2 at the top of the questionnaire.

2. Which of the following suggested goals for maintenance and service operations do you feel are most important in actual practice at your center? Please rank these goals according to their importance at your center on a scale from 1 to 10, on which "1" indicates the most important goal and "10" indicates the least important goal. Please use each number between 1 and 10 only once.

____ a. develop specific job skills for employment on release

____ b. provide income for inmate while in institution

____ c. develop inmate's work habits

____ d. reduce cost of incarceration to state

____ e. perform a necessary service for the facility

____ f. produce a quality product at a profit

____ g. provide a means of evaluating offender for parole

____ h. relieve boredom and/or fill offender's time with activity

____ i. teach work values and attitudes

____ j. other (specify) _____

3. How many workers are currently working in the center's maintenance and service operations? _____

4. Do offenders receive shortened sentences ("good time") for participating in maintenance and service operations?

____ Yes ____ No (Comments _____)

5. On the average, how many different service assignments will an offender have during incarceration at your center? (Circle one)

a) 1; b) 2-3; c) 4-5; d) 6-9; e) 10 or more

6. Do/can offenders receive educational credit for participation in maintenance and service operations?

____ Yes ____ No Explain briefly _____

_____

7. Can offenders participate in vocational training programs offered by other departments of this center while assigned to maintenance and service operations?

____ Yes ____ No Explain briefly _____

_____

Code: _____

MAINTENANCE AND/OR SERVICE OPERATION

_____

QUESTIONNAIRE #2
PART 2

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this service operation frequently prepares offenders. For example, specific job titles for a food service program might include waiter or cook.

_____

_____

2. How many offenders are currently working in this maintenance or service operation?

_____

3. On the average, how much are offenders in this maintenance or service operation paid per hour? If nothing, write in $0.00

$_____

4. How is a worker's pay rate determined? _____

_____

5. In your opinion, what do offenders generally see as the advantage of being in this service operation? Please rank the listed advantages on a scale where "1" indicates the "greatest advantage" and "9" indicates the "least advantage."

____ a. consideration for early parole

____ b. the pay

____ c. shortened time to serve

____ d. learning a job skill for post-release employment

____ e. desirable work assignment in the center (explain)

_____

____ f. desirable housing area (cell block, wing, cottage, etc.)

____ g. increased freedom of movement in the center

____ h. opportunity for work or study release

____ i. other (specify) _____

6. How many different job assignments does an offender typically perform within a two year period in this service operation? (Circle one)

a) 1; b) 2; c) 3-4; d) 5 or more

7. If an offender needs additional training in order to perform the assigned job properly, which of the following best describes what you usually do? (Check the appropriate response)

____ a. assign offender to an easier job in order to get the work done

____ b. remove offender to another assignment

____ c. let offender continue working below standard while he develops the needed skills

____ d. devise an on-the-job development program

____ e. assign offender as a "team" member to learn modeling behavior

____ f. devise an off-the-job instructional program

____ g. other (please specify) _____

8. Is there a particular person or persons who as a major part of their job is formally assigned the duty of providing specific instruction to offenders who work in service operations?

____ Yes ____ No

9. If Yes, how many of these persons referred to in Question 8 are:

____ a. non-offender supervisor(s)

____ b. experienced offender(s)

____ c. other (specify) _____

10. Of the persons (instructors) referred to in Questions 8 and 9, how many are assigned to each of the following functions?

Organization	Number
	_____
maintenance/service operations	_____
vocational education	_____
academic education	_____
other (specify) _____	_____

11. How do you judge the progress of trainees in your program?

____ a. written program/progress report
____ b. formal supervisory inspection of individual task
____ c. product inspection
____ d. diagnostic appraisal of work skills
____ e. diagnostic appraisal of work attitudes
____ f. individual, formally scheduled review between offender and supervisor
____ g. no review
____ h. informal non-specific review
____ i. group inspection of service
____ j. other (specify) _____

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Code: _____

QUESTIONNAIRE THREE: AGRIBUSINESS OPERATIONS AND PRISON INDUSTRIES

PART 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing inmates for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational education and related programs in juvenile and adult correctional institutions in HEW Region IV (the Southeastern United States) as well as the needs for such programs in this Region, including Tennessee.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of the training opportunities in agribusiness operations and prison industries in your facility. This portion of the questionnaire should be completed by the person most familiar with the institution's agribusiness and/or prison industry operations such as the Associate Warden of Administration. Part 2 of the questionnaire requests more specific information about each of the agribusiness operations and prison industries and should be completed by a person familiar with that operation or industry. A separate copy of Part 2 of this questionnaire should be completed for each agribusiness operation or prison industry at your institution. Thus, if your institution has three agribusiness/industry operations, please complete Part 2 three times--once for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Agribusiness and Industries Operations Questionnaire, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. This questionnaire requires about 10 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA ITEMS OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire Completed _____

Please provide the following information for contact purposes only.

a) Institution: _____

b) Person completing form: _____

c) Phone #: 165

2. Please list the agribusiness operations and prison industries situated at this institution:

a) _____ e) _____ i) _____

b) _____ f) _____ j) _____

c) _____ g) _____ k) _____

d) _____ h) _____ l) _____

Complete one copy of Part 2 for each operation/industry listed above. Be sure to fill in the name of the operation/industry covered by each Part 2 at the top of the questionnaire.

3. Which of the following suggested goals for agribusiness/industry operations do you feel are most important in actual practice at your institution? Please rank these goals according to their importance at your institution on a scale from 1 to 9 on which "1" indicates the most important goal and "9" indicates the least important goal. Please use each number between 1 and 9 only once.

____ a. develop specific job skills for employment on release
____ b. provide income for inmate while in institution
____ c. develop inmate's work habits
____ d. reduce cost of incarceration to state
____ e. produce a quality product at a profit
____ f. provide a means of evaluating inmate for parole
____ g. relieve boredom and/or fill inmate's time with activity
____ h. teach work values and attitudes
____ i. other (specify) _____

4. How many workers are currently working in the agribusiness operations and prison industries?

_____ Agribusiness _____ Prison Industry

5. Do inmates receive shortened sentences ("good time") for participating in agribusiness operations or prison industries?

____ Yes ____ No (Comments _____)

6. On the average, how many different agribusiness/industry assignments can an inmate have during incarceration at your institution?

a) 1; b) 2-3; c) 4-5; d) 6-9; e) 10 or more

7. Do/can inmates receive educational credit for participation in agribusiness operations and prison industries?

____ Yes ____ No Explain briefly _____

_____

8. Can inmates participate in vocational training programs offered by other departments of this institution while assigned to prison agribusiness operations or prison industries?

____ Yes ____ No Explain briefly: _____

_____

QUESTIONNAIRE #3

PART 2

Code: _____

AGRIBUSINESS OPERATION OR PRISON INDUSTRY REPORTED ON:

_____

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this operation/industry frequently prepares inmates. For example, specific job titles for a furniture factory program might be Furniture Finisher or Wicker Worker.

_____ _____

_____ _____

2. How many inmates are currently working in this operation/industry? _____

3. On the average, how much are inmates in this operation/industry paid per hour? If nothing, write in $0.00.

$_____

4. How is a worker's pay rate determined in this operation/industry?

_____

5. In your opinion, what do the inmates generally see as the advantage of being in this operation/industry? Please rank the listed advantages on a scale where 1 indicates "most advantage" and 10 indicates "least advantage."

____ a. consideration for early parole
____ b. the pay
____ c. shortened time to serve
____ d. learning a job skill for post-release employment
____ e. desirable work assignment within the institution (Explain: _____)
____ f. desirable housing area (cell block, wing, etc.)
____ g. increased freedom of movement in institution
____ h. opportunity for work release or study release
____ i. fulfill mandatory requirement
____ j. other (Specify) _____

6. If an inmate needs additional training in order to perform the assigned job properly, which of the following best describes what you usually do? (Check the appropriate response)

____ a. assign inmate to an easier job in order to get the work done
____ b. remove inmate to another assignment
____ c. let inmate continue working below standard while he develops the needed skills
____ d. devise an on-the-job instructional development program
____ e. assign inmate as a "team" member to learn modeling behavior
____ f. vestibule training
____ g. devise an off-the-job instructional program
____ h. other (please specify) _____

7. How many different job assignments does an inmate typically perform within a two-year period in this operation/industry? (Circle one)

a) 1; b) 2; c) 3-4; d) 5 or more

8. Is there a particular person or persons who as a major part of their job, is formally assigned the duty of providing specific instruction to inmates who work in this operation/industry?

____Yes ____NO

9. If Yes, how many of these persons referred to in Question 8 are:

____a. non-inmate supervisor(s)

____b. experienced inmate(s)

____c. other (specify) _____

10. Of the persons (instructors) referred to in Questions 8 and 9, how many are assigned to each of the following program areas?

Program Area	Number
agribusiness operation	_____
prison industry	_____
prison maintenance/service operations	_____
vocational education	_____
academic education	_____
other (specify: _____)	_____

11. How do you judge the progress of trainees in your program?

____a. written progress/program reports
____b. product inspection
____c. diagnostic appraisal of work skills
____d. diagnostic appraisal of work attitudes
____e. no review
____f. group inspection of operation/industry
____g. formal supervisory inspection of individual work
____h. informal, non-specific review
____i. individual, formally scheduled review between supervisor and inmate

THIS IS NOT AN EVALUATION

Code _____

Juvenile Institutions

QUESTIONNAIRE THREE: PRISON INDUSTRIES OPERATIONS

Part 1

INTRODUCTION: As the importance of post-release employment adjustment has been realized, programs which are designed to prepare or assist in preparing offenders for employment in specific jobs or occupations upon release are receiving increasing attention. To provide a better understanding of such programs, this study will develop a comprehensive description of vocational/occupational/technical programs at correctional institutions in HEW Region IV (the Southeastern United States) as well as the needs existing in these programs in this Region.

GENERAL INSTRUCTIONS: The questionnaire consists of two parts. Part 1 contains questions concerning the general nature of the training opportunities in prison industries in your facility. This portion of the questionnaire should be completed by the person most familiar with the institution's prison industry operations such as the Director of Prison Industries. Part 2 of the questionnaire requests more specific information about each of the prison industries and should be completed by a person familiar with that industry. A separate copy of Part 2 of this questionnaire should be completed for each prison industry at your institution. Thus, if your institution has three industry operations, please complete Part 2 three times--once for each program.

We thank you for your assistance in completing this questionnaire. The results of the survey will be used both to show the variety of vocational training efforts and opportunities in the Southeast and to point up areas of need which may result in additional funding. Should you desire a summary of the report describing the results of the survey, please fill out and return the attached card with this form.

DIRECTIONS: When completing parts of the Prison Industries Operations, you will be requested to make three types of responses: (1) fill in the blank with an appropriate short answer, (2) rank a number of items on a scale, and (3) provide or circle an appropriate number. The questionnaire requires about 10 minutes to complete.

IF YOU HAVE ANY QUESTIONS ABOUT THE DATA ITEMS OR DIRECTIONS, PLEASE CALL COLLECT TO ERIC RICE, ROSE ETHERIDGE, JOHN POE, OR JIM HUGHES AT (919) 929-7116.

Date Questionnaire Completed _____

QUESTIONS:

1. Please provide the following information for contact purposes only.

   a) Institution: _____

   b) Person completing form: _____

   c) Phone #: _____

2. Please list the prison industries situated at this institution: (complete one copy of Part 2 for each prison industry you list here)

a) _____

b) _____

c) _____

d) _____

3. Which of the following suggested goals for prison industry operations do you feel are most important in actual practice at your institution? Please rank these goals according to their importance at your institution on the scale of "1" (most important goal) to "10" (the least important goal). Please use each number between 1 and 10 only once.

____ a. develop specific job skills for employment on release
____ b. provide income for inmate while in institution
____ c. develop inmate's work habits
____ d. reduce cost of incarceration to state
____ e. perform a necessary service for the facility
____ f. produce a quality product at a profit
____ g. provide a means of evaluating inmate for parole
____ h. relieve boredom and/or fill inmate's time with activity
____ i. teach work values and attitudes
____ j. other (specify) _____

4. How many workers are currently working in the prison industries?

_____

5. Do inmates receive shortened sentences ("good time" or "gain time") for participating in prison industries?

____ Yes ____ No (Comments _____)

6. On the average, how many different industry assignments can an inmate have during incarceration at your institution?

a) 1; b) 2-3; c) 4-5; d) 6-9; e) 10 or more

7. Do/can inmates receive educational credit for participation in prison industries?

____ Yes ____ No Explain briefly _____

_____

8. Can offenders participate in vocational training programs offered by other departments of this institution while assigned to prison industries?

____ Yes ____ No Explain briefly: _____

_____

Complete one copy of Part 2 for each prison industry you listed in Part I, Question #2. Be sure to fill in the name of the industry covered by each Part 2 at the top of the questionnaire.

Code: _____

NAME OF INDUSTRY:

_____

Part 2

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this industry frequently prepares offenders. For example, specific job titles for a furniture factory program might be Furniture Finisher or Wicker Worker.

   _____ _____

   _____ _____

2. How many offenders are currently working in this industry? _____

3. On the average, how much are offenders in this industry paid per hour? If nothing, write in $0.00.

   $_____

4. If paid, how is a worker's pay rate determined in this industry?

   _____

5. In your opinion, what do the offenders generally see as the advantage of being in this industry? Please rank the listed advantages on a scale where 1 indicates "most advantage" and 10 indicates "least advantage."

   ____ a. consideration for early parole
   ____ b. the pay
   ____ c. shortened time to serve
   ____ d. learning a job skill for post-release employment
   ____ e. desirable work assignment in institution
   (Explain: _____)
   ____ f. desirable housing area (cell block, wing, etc.)
   ____ g. increased freedom of movement in institution
   ____ h. opportunity for work release or study release
   ____ i. fulfill mandatory requirement
   ____ j. other (Specify) _____

6. If an offender needs additional training in order to perform the assigned job properly, which of the following best describes what you usually do? (Check the appropriate response)

   ____ a. assign offender to an easier job in order to get the work done
   ____ b. remove offender to another assignment
   ____ c. let offender continue working below standard while he/she develops the needed skills
   ____ d. devise an on-the-job instructional development program
   ____ e. assign offender as a "team" member to learn modeling behavior
   ____ f. vestibule training
   ____ g. devise an off-the-job instructional program
   ____ h. other (please specify) _____

7. How many different job assignments does an offender typically perform within a two-year period in this industry? (Circle one)

a) 1; b) 2; c) 3-4; d) 5 or more

8. Are there particular person(s) who, as a major part of their job, are formally assigned the duty of providing specific instruction to offenders who work in this industry?

____ Yes ____ No

9. If Yes, how may of these persons referred to in Question 8 are:

____ a. non-inmate supervisor(s)

____ b. experienced inmate(s)

____ c. other (specify) _____

10. Of the persons (instructors) referred to in Questions 8 and 9, how many are assigned to each of the following organizations?

Organization	Number
prison industry	_____
prison maintenance/service operations	_____
prison vocational education	_____
prison academic education	_____
other (specify: _____)	_____

11. How do you judge the progress of trainees in your program?

____ a. written progress/program reports
____ b. product inspection
____ c. diagnostic appraisal of work skills
____ d. diagnostic appraisal of work attitudes
____ e. no review
____ f. group inspection of industry
____ g. formal supervisory inspection of individual work
____ h. informal, non-specific review
____ i. individual, formally scheduled review between supervisor and offender

Code:_____

INSTRUCTOR INTERVIEW GUIDE - ADULT

1. Vocational Program Area _____

2. Institution _____

3. Please indicate below courses taught, area, whether class contains a shop or lab, credit hours, number of hours per week, duration, where course is taught and enrollment by sex.

	Course	Area (tech., vocational Academic, etc.)	Shop or lab offered	Credit hours	Hours per week
A.					
B.					
C.					
D.					
E.					

	Duration	Location	Enrollment Male	Enrollment Female
A.				
B.				
C.				
D.				
E.				

4. How do the courses correspond with (a) those offered at community colleges or technical institutes? (b) those offered in secondary school vocational programs.

5. What provisions are there in the courses for individual differences in learning ability?

   A. Courses are indiviudalized so that students proceed at their own pace

B. Special equipment and materials are available to meet different learning needs.

C. Tutors/aides are available to those who need assistance.

D. Counseling is available

E. Nothing is available

F. Other (please specify) _____

6. What agency, institution are you representing?

A. correctional facility

B. community college

C. technical institute

D. University

E. Other (please specify) _____

7. What is your salary range?

8. Who pays your salary?

9. How does your salary range compare with other instructors of similar background and training outside the institution?

10. Please describe below your education, training, and work experience that is relevant to your current position.

Education

Degree	Year	School or college

Apprenticeships, Internships, In-service or other training

Certification, licenses you currently hold

List any specialized training or experience you have had relative to serving the educational needs of special populations (including inmate populations)

What work experiences have you had that relate to and assist you in your current position?

11. Are you now (A) or have you ever been (B) an inmate? (Circle A or B)

12. How is the determination of course offerings made?

_____ A. Manpower needs assessment in the area

_____ B. Demand/interest of inmate population.

_____ C. Instructor availability

_____ D. Other (please specify)

13. Are courses normally filled to whatever number of trainees is considered to be capacity? Yes _____ No _____

14. Which programs or courses are the most popular?

A. _____

B. _____

C. _____

15. How are inmates selected for your course?

____	A. Interest	____	F. I.Q. or standardized score
____	B. Test scores (specify tests)	____	G. Specific age range
____	C. Type of crime	____	H. Specific math, reading or aptitude requirement
____	D. Length of sentence	____	I. No requirements (open entry)
____	E. Minimum custody or security level	____	J. Other _____

16. In your opinion, what do the inmates generally see as the advantage of being in this vocational training program? Please rank the listed advantages on a scale where 1 indicates the "greatest advantage" and 10 indicates the "least advantage." Please use each number only once.

___ A. Consideration for early parole
___ B. The pay
___ C. Shortened time to serve
___ D. Learning a job skill for post-release employment
___ E. Desirable work assignment in institution (explain)
___ F. Desirable housing area (cell block, wing, etc.)
___ G. Increased freedom of movement in stitution
___ H. Opportunity for work or study release
___ I. Fulfill mandatory requirement
___ J. Be with friends
___ K. Other _____

17. Please rate each of the following reasons, in terms of importance, why inmates who are not in your vocational program are not participating. (Circle your answer)

	Very Important Reason	Moderately Important Reason	Slightly Important Reason	Not a Reason
A. Institutional Considerations				
1) Insufficient funds	1	2	3	4
2) Insufficient space or facilities	1	2	3	4
3) Insufficient materials and curriculum	1	2	3	4
4) Insufficient administrative interest	1	2	3	4
5) Lack of program openings	1	2	3	4
6) Length of stay too short	1	2	3	4
7) Other priority assignments in institution	1	2	3	4
8) Lack of institutional/ system incentives	1	2	3	4
9) Other (specify) _____	1	2	3	4
B. Inmate Considerations				
1) Custodial or security reasons	1	2	3	4
2) Lack of inmate interest	1	2	3	4
3) Inmates are underqualified	1	2	3	4
4) Inmates are overqualified	1	2	3	4
5) Inability to meet minimum academic requirements	1	2	3	4
6) Peer pressure against participation	1	2	3	4
7) Lack of priority/ incentives compared to other programs	1	2	3	4
8) Other (specify) _____	1	2	3	4

18. How long may inmates remain in a program or course?

A. Until it formally ends

B. Until a satisfactory level of skill is reached

C. Until the inmate fails

D. Unlimited time

E. Other _____

19. How is inmate performance evaluated? (Check those that apply)

___ A. Grade at end of program
___ B. Grade periodically throughout the program
___ C. Diagnostic ratings of skill areas
___ D. Written narrative progress reports
___ E. Observation of performance
___ F. Paper and pencil achievement tests
___ G. Non-paper and pencil achievement tests
___ H. Normally scheduled review sessions between instructor and trainee
___ I. Grade on individual projects
___ J. Diagnostic ratings of attitude
___ K. Informal supervisory review
___ L. None
___ M. Other (specify) _____

20. What are the requirements for program or course completion?

21. What recognition of sucessful completion does the inmate receive after the program or course has ended?

A. A certificate of completion

B. Course credit

C. GED credit

D. A license

E. Degree (AA, AS)

F. Other (please specify)

22. What jobs are the program(s) or course(s) preparing the inmate for?

A. _____

B. _____

C. _____

23. Will program or course credit transfer to other programs and institutions?

Yes _____ No _____

If yes, where?

24. Are the courses or programs offered by and within the correctional institution accredited?

Yes _____ No _____

25. Which of the following does your program use? (Check all that apply)

___ A. Own shop or lab within institution
___ B. Classroom instructional space
___ C. All major tools, equipment needed to teach program
___ D. Raw materials and supplies in adequate amounts
___ E. Audio-visual materials
___ F. Self-instructional materials
___ G. Facilities in adequate repair
___ H. Equipment in adequate repair
___ I. Academic support services
___ J. Remedial services
___ K. Psychological, counseling or diagnostic services
___ L. Sufficient printed/text materials
___ M. Vocational counseling
___ N. Job placement services

26. What are the greatest problems you encounter while teaching the program or courses? Rank items from 1 to 12 with greatest problem receiving a 1 and least problem receiving a 12. Use each number only once.

___ A. Discipline problems
___ B. Lack of individualized materials
___ C. Lack of visual aids
___ D. Lack of classroom/shop space
___ E. Lack of diagnostic information
___ F. Lack of instructional materials and supplies
___ G. Lack of on-the-job placement and follow-up
___ H. Lack of textbooks and manuals
___ I. Inadequate equipment
___ J. Lack of cooperation on the part of prison officials
___ K. Lack of support personnel (counselors, psychologists, etc.)
___ L. Other (please specify) _____

27. Is there an advisory group for your curriculum area? Yes ___ No ___

A. If yes, how often does it meet?

B. What is its function?

C. What is its make-up?

28. Are you able to obtain equipment and materials from community colleges, state vocationa-technical schools, or area vocational education centers?

Yes _____ No _____

29. Please specify the three most important programmatic needs for your program.

A. _____

B. _____

C. _____

30. What recommendations can you make regarding the improvement of vocational training for inmates?

A. _____

B. _____

C. _____

D. _____

Code: _____

Instructor Interview Guide - Youth

1. Vocational Program Area _____

2. Treatment Center _____

3. Please indicate below courses taught, area, whether class contains a shop or lab, credit hours, number of hours per week, duration, where course is taught and enrollment by sex.

Course	Area (tech., vocational Academic, etc.)	Shop or lab offered	Credit hours	Hours per week
A.				
B.				
C.				
D.				
E.				

Course	Duration	Location	Enrollment Male	Enrollment Female
A.				
B.				
C.				
D.				
E.				

4. How do the courses correspond with (a) those offered at community colleges or state vocational-technical institutes? (b) those offered in secondary school vocational programs (area vocational education centers)?

5. What provisions are there in the courses for individual differences in learning ability?

   A. Courses are indiviudalized so that students proceed at their own pace

B. Special equipment and materials are available to meet different learning needs.

C. Tutors/aides are available to those who need assistance.

D. Counseling is available

E. Nothing is available

F. Other (please specify) _____

6. What agency, institution are you representing?

A. treatment center
B. community college
C. State vocational-technical institute
D. University
E. Area vocational education center
F. Local School District (name of LEA _____)
G. Other (please specify) _____

7. What is your salary range?

8. Who pays your salary?

9. How does your salary range compare with other instructors of similar background and training outside the center?

10. Please describe below your education training, and work experiance that is relevant to your current position.

Education

Degree	Year	School or college

Apprenticeships, Internships, In-service or other training

Certification, licenses you currently hold

List any specialized training or experience you have had relative to serving the educational needs of special populations (including inmate populations)

What work experiences have you had that relate to and assist you in your current position?

11. Are you now (A) or have you ever been (B) an inmate? (Circle A or B)

12. How is the determination of course offerings made?

_____ A. Manpower needs assessment in the area

_____ B. Demand/interest of inmate population.

_____ C. Instructor availability

_____ D. Other (please specify)

13. Are courses normally filled to whatever number of trainees is considered to be capacity? Yes _____. No _____

14. Which programs or courses are the most popular?

A. _____

B. _____

C. _____

15. How are offenders selected for your course?

____	A. Interest	____	F. I.Q. or standardized score
____	B. Test scores (specify tests)	____	G. Specific age range
____	C. Type of crime	____	H. Specific math, reading or aptitude requirement
____	D. Length of sentence	____	I. No requirements (open entry)
____	E. Minimum custody or security level	____	J. Other _____

16. In your opinion, what do the offenders generally see as the advantage of being in this vocational training program? Please rank the listed advantages on a scale where 1 indicates the "greatest advantage" and 10 indicates the "least advantage." Please use each number only once.

___ A. Consideration for early parole
___ B. The pay
___ C. Shortened time to serve
___ D. Learning a job skill for post-release employment
___ E. Desirable work assignment in institution (explain)
___ F. Desirable housing area (cell block, wing, etc.)
___ G. Increased freedom of movement in stitution
___ H. Opportunity for work or study release
___ I. Fulfill mandatory requirement
___ J. Be with friends
___ K. Other _____

17. Please rate each of the following reasons, in terms of importance, why offenders who are not in your vocational program are not participating. (Circle your answer)

	Very Important Reason	Moderately Important Reason	Slightly Important Reason	Not a Reason
A. Institutional Considerations				
1) Insufficient funds	1	2	3	4
2) Insufficient space or facilities	1	2	3	4
3) Insufficient materials and curriculum	1	2	3	4
4) Insufficient administrative interest	1	2	3	4
5) Lack of program openings	1	2	3	4
6) Length of stay too short	1	2	3	4
7) Other priority assignments in institution	1	2	3	4
8) Lack of institutional/ system incentives	1	2	3	4
9) Other (specify) _____	1	2	3	4
B. Offender Considerations				
1) Custodial or security reasons	1	2	3	4
2) Lack of inmate interest	1	2	3	4
3) Inmates are underqualified	1	2	3	4
4) Inmates are overqualified	1	2	3	4
5) Inability to meet minimum academic requirements	1	2	3	4
6) Peer pressure against participation	1	2	3	4
7) Lack of priority/ incentives compared to other programs	1	2	3	4
8) Other (specify) _____	1	2	3	4

18. How long may offenders remain in a program or course?

A. Until it formally ends

B. Until a satisfactory level of skill is reached

C. Until the offender fails

D. Unlimited time

E. Other _____

19. How is offender performance evaluated? (Check those that apply)

___ A. Grade at end of program
___ B. Grade periodically throughout the program
___ C. Diagnostic ratings of skill areas
___ D. Written narrative progress reports
___ E. Observation of performance
___ F. Paper and pencil achievement tests
___ G. Non-paper and pencil achievement tests
___ H. Normally scheduled review sessions between instructor and trainee
___ I. Grade on individual projects
___ J. Diagnostic ratings of attitude
___ K. Informal supervisory review
___ L. None
___ M. Other (specify) _____

20. What are the requirements for program or course completion?

21. What recognition of sucessful completion does the offencer receive after the program or course has ended?

A. A certificate of completion

B. Course credit

C. GED credit

D. A license

E. Degree (AA, AS)

F. Other (please specify)

22. What jobs are the program(s) or course(s) preparing the offender for?

A. _____

B. _____

C. _____

23. Will program or course credit transfer to other programs and institutions?

Yes _____ No _____

If yes, where?

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24. Are the courses or programs offered by and within the correctional institution accredited?

Yes _____ No _____

25. Which of the following does your program use? (Check all that apply)

___ A. Own shop or lab within institution
___ B. Classroom instructional space
___ C. All major tools, equipment needed to teach program
___ D. Raw materials and supplies in adequate amounts
___ E. Audio-visual materials
___ F. Self-instructional materials
___ G. Facilities in adequate repair
___ H. Equipment in adequate repair
___ I. Academic support services
___ J. Remedial services
___ K. Psychological, counseling or diagnostic services
___ L. Sufficient printed/text materials
___ M. Vocational counseling
___ N. Job placement services

26. What are the greatest problems you encounter while teaching the program or courses? Rank items from 1 to 12 with greatest problem receiving a 1 and least problem receiving a 12. Use each number only once.

___ A. Discipline problems
___ B. Lack of individualized materials
___ C. Lack of visual aids
___ D. Lack of classroom/shop space
___ E. Lack of diagnostic information
___ F. Lack of instructional materials and supplies
___ G. Lack of on-the-job placement and follow-up
___ H. Lack of textbooks and manuals
___ I. Inadequate equipment
___ J. Lack of cooperation on the part of prison officials
___ K. Lack of support personnel (counselors, psychologists, etc.)
___ L. Other (please specify) _____

27. Is there an advisory group for your curriculum area? Yes ___ No ___

A. If yes, how often does it meet?

B. What is its function?

C. What is its make-up?

28. Are you able to obtain equipment and materials from community colleges, state vocational-technical schools, or area vocational education centers?

Yes _____ No _____

29. Please specify the three most important programmatic needs for your program.

A. _____

B. _____

C. _____

30. What recommendations can you make regarding the improvement of vocational training for offenders?

A. _____

B. _____

C. _____

D. _____

Code: _____

EMPLOYER INTERVIEW GUIDE - ADULT

(EMPLOYERS WHO HAVE HIRED FORMER INMATES -- RELEASED OR ON PAROLE)

1. Name of firm _____

2. Location _____

3. How many former inmates are currently employed?

   Male _____ Female _____

4. What are important factors for consideration in hiring former inmates?

   _____ a. crime for which incarcerated (please specify) _____

   _____ b. salary matching from another source

   _____ c. vocational/technical training received in prison

   _____ d. work experience in prison

   _____ e. other (please list)

5. Please list the jobs in your firm in which the inmates are employed and the number employed in each job by sex.

Job Title	Number Employed		
	Male	Female	Total
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

6. What kinds of training for the jobs you listed in #5 are required?

a.

b.

c.

d.

e.

f.

g.

h.

7. Have any of the former inmates employed received promotions or moved to a higher level job?

_____Yes _____No

8. What is the average salary paid to former inmate employees?

_____

9. Does your firm pay the total salaries of former inmates?

_____Yes _____No

a. If no, please explain. _____

_____

10. Have any problems arisen in the employment of former inmates?

_____Yes _____No

a. If yes, please describe _____

_____

11. From the list below, check the job categories for which former inmates are hired.

a. Industrial Production and Related Occupations
b. Office Occupations
c. Service Occupations
d. Education and Related Occupations
e. Sales
f. Construction
g. Transportation
h. Scientific and Technical
i. Mechanics and Repair
j. Health Occupations

12. Please make recommendations of ways to improve the employment of former inmates after release or while on parole.

a. _____

b. _____

c. _____

d. _____

13. On the average, how well have graduates from the program performed as employees compared to other employees?

_____ Excellent _____ Good _____ Fair _____ Poor

14. On the average, how satisfied have you been with graduates from the program?

_____ Excellent _____ Good _____ Fair _____ Poor

15. On the average, how satisfied have you been with the attitude of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

16. On the average, how satisfied have you been with the skill competency of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

Code: _____

EMPLOYER INTERVIEW GUIDE-ADULT

(EMPLOYERS PARTICIPATING IN VOCATIONAL TRAINING RELEASE PROGRAM)

1. Name of firm _____

2. Location _____

3. How long have you participated in the prison's vocational training release program?

4. How many inmates are currently employed through the vocational training release program?

   Male _____ Female _____

5. How many former inmates are currently employed? (Not VTR)

   Male _____ Female _____

6. What are your requirements for hiring vocational training release inmates?

   _____ a. crime for which incarcerated (please specify) _____

   _____ b. length of sentence _____

   _____ c. eligibility for parole within a specific time period (please specify time limit _____)

   _____ d. flexible working hours

   _____ e. salary matching from another source

   _____ f. vocational/technical training received in prison

   _____ g. work experience in prison

   _____ h. other (please list)

7. Please list the jobs in your firm in which the vocational training release inmates are employed and the number employed in each job by sex.

Job Title	Number Employed		
	Male	Female	Total
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

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8. What kinds of training for the jobs you listed in #6 are required?

a.

b.

c.

d.

e.

f.

g.

h.

9. Have any of the inmates employed through the vocational training release program received promotions or moved to a higher level job?

_____Yes _____No

10. What is the average salary paid to:

a. former inmate employees (if any) _____

b. vocational training release inmates _____

11. Does your firm pay the total salaries of vocational training release inmates?

_____Yes _____No

a. If no, please explain. _____

_____

12. Have any problems arisen in the employment of VTR inmates and former inmates?

_____Yes _____No

a. If yes, please describe _____

_____

13. From the list below, check the job categories for which VTR inmates and former inmates are hired.

a. Industrial Production and Related Occupations

b. Office Occupations

c. Service Occupations

d. Education and Related Occupations

e. Sales

f. Construction

g. Transportation

h. Scientific and Technical

i. Mechanics and Repair

j. Health Occupations

14. Please make recommendations of ways to improve the Vocational Training Release Program and the employment of inmates after release or parole.

a. _____

b. _____

c. _____

d. _____

15. On the average, how well have graduates from the program performed as employees compared to other employees?

_____ Excellent _____ Good _____ Fair _____ Poor

16. On the average, how satisfied have you been with graduates from the program?

_____ Excellent _____ Good _____ Fair _____ Poor

17. On the average, how satisfied have you been with the attitude of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

18. On the average, how satisfied have you been with the skill competency of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

Code: _____

EMPLOYER INTERVIEW GUIDE-JUVENILE
(EMPLOYERS WHO HAVE HIRED EX-OFFENDERS)

1. Name of firm _____

2. Location _____

3. How long have you participated in hiring ex-offenders?

_____

4. How many former offenders are currently employed?
Male _____ Female _____

5. How many offenders are currently employed through work release program?
Male _____ Female _____

6. What are your requirements for hiring former offenders?
_____ a. offense for which incarcerated (please specify)_____
_____ b. salary matching from another source
_____ c. vocational/technical training received in treatment center
_____ d. work experience gained while in treatment center
_____ e. other (please list)

7. Please list the jobs in your firm in which the former offenders are employed and the number employed in each job by sex.

Job Title	Number Employed		
	Male	Female	Total
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

8. What kinds of training for the jobs you listed in #6 is required?

a.

b.

c.

d.

e.

f.

g.

h.

9. Have any of the former offenders you have employed received promotions or moved to a higher level job?

_____Yes _____No

10. What is the average salary paid to:

a. former offender employees _____

b. work release offenders _____

11. Does your firm pay the total salaries of ex-offenders?

_____Yes _____No

a. If no, please explain. _____

_____

12. Have any problems arisen in the employment of former offenders?

_____Yes _____No

a. If yes, please describe _____

_____

13. From the list below, check the job categories for which former offenders are hired.

a. Industrial Production and Related Occupations

b. Office Occupations

c. Service Occupations

d. Education and Related Occupations

e. Sales

f. Construction

g. Transportation

h. Scientific and Technical

i. Mechanics and Repair

j. Health Occupations

14. Please make recommendations of ways to improve the potential for employment of ex-offenders after release or parole.

a. _____

b. _____

c. _____

d. _____

15. On the average, how well have graduates from the program performed as employees compared to other employees?

_____ Excellent _____ Good _____ Fair _____ Poor

16. On the average, how satisfied have you been with graduates from the program?

_____ Excellent _____ Good _____ Fair _____ Poor

17. On the average, how satisfied have you been with the attitude of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

18. On the average, how satisfied have you been with the skill competency of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

Code: _____

EMPLOYER INTERVIEW GUIDE - JUVENILE

(EMPLOYERS PARTICIPATING IN WORK RELEASE PROGRAM)

1. Name of firm _____

2. Location _____

3. How long have you participated in the offender work release program?

4. How many offenders are currently employed?
   Male _____ Female _____

5. How many former offenders are currently employed?
   Male _____ Female _____

6. What are your requirements for hiring work release offenders?
   _____ a. offense for which incarcerated (please specify) _____
   _____ b. length of sentence _____
   _____ c. eligibility for parole within a specific time period (please specify time limit _____)
   _____ d. flexible working hours
   _____ e. salary matching from another source
   _____ f. vocational/technical training received in the treatment center
   _____ g. work experience in the treatment center
   _____ h. other (please list)

7. Please list the jobs in your firm in which offenders are employed and the number employed in each job by sex.

	Job Title	Number Employed Male	Female	Total
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				

8. What kinds of training for the jobs you listed in #6 is required?

a.

b.

c.

d.

e.

f.

g.

h.

9. Have any of the offenders employed received promotions or moved to a higher level job?

_____Yes _____No

10. What is the average salary paid to:

a. former offender employees _____

b. work release offenders _____

11. Does your firm pay the total salaries of work release offenders?

_____Yes _____No

a. If no, please explain. _____

_____

12. Have any problems arisen in the employment of offenders and former offenders?

_____Yes _____No

a. If yes, please describe _____

_____

13. From the list below, check the job categories for which offenders and former offenders are hired.

a. Industrial Production and Related Occupations

b. Office Occupations

c. Service Occupations

d. Education and Related Occupations

e. Sales

f. Construction

g. Transportation

h. Scientific and Technical

i. Mechanics and Repair

j. Health Occupations

14. Please make recommendations of ways to improve the Work Release Program and the employment of offenders after release or parole.

a. _____

b. _____

c. _____

d. _____

15. On the average, how well have graduates from the program performed as employees compared to other employees?

_____ Excellent _____ Good _____ Fair _____ Poor

16. On the average, how satisfied have you been with graduates from the program?

_____ Excellent _____ Good _____ Fair _____ Poor

17. On the average, how satisfied have you been with the attitude of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

18. On the average, how satisfied have you been with the skill competency of program graduates?

_____ Excellent _____ Good _____ Fair _____ Poor

Code: _____

INMATE INTERVIEW GUIDE
ADULT

1. Age

   a. under 20
   b. 20-29
   c. 30-39
   d. 40-49
   e. 50-59
   f. 60 or over

2. Highest grade you completed in school?

   a. no formal schooling
   b. 0
   c. 1
   d. 2
   e. 3
   f. 4
   g. 5
   h. 6
   i. 7
   j. 8
   k. 9
   l. 10
   m. 11
   n. High school diploma
   o. 1 year above high school
   p. 2 years above high school
   q. 3 years above high school
   r. 4 years above high school (college degree)
   s. more than 4 years above high school

3. Where did you receive your education beyond high school?

   a. two-year community college or technical school
   b. four-year college or university
   c. military technical training
   d. trade or vocational school
   e. other (specify) _____

4. Race _____

5. Marital Status
   a. married
   b. single
   c. widowed
   d. divorced
   e. separated

6. How many children do you have? _____

7. Last full-time job _____

8. How long were you employed? _____

9. Approximately how many years have you spent in employment excluding any employment within the prison system? _____

10. If you worked full-time, what was your last weekly salary?
    a. under $50
    b. $50 -$65
    c. $66 -$80
    d. $81 -$100
    e. $101-$125
    f. $126-$145
    g. $146-$165
    h. $166-$185
    i. $186-$205
    j. $206-$230
    k. $231-$250
    l. $251-$310
    m. $311-$410
    n. $411-$500
    o. $500 or over

11. What were you doing at the time you were incarcerated?
    a. working (a-full time, b-part time)
    b. unemployed
    c. student
    d. other (specify)

12. How many times have you been in prison? _____

13. For what reason were you imprisoned this time? _____

14. What is the minimum length of your sentence? _____

15. Hou much time have you served of your current sentence? _____

16. Have you ever taken vocational courses outside the prison?
_____Yes _____No

17. Are you enrolled in a vocational program inside the prison?
_____Yes _____No

18. If yes, which one? _____
    a. How long does it last? _____

19. Why are you enrolled in the program? _____
_____

20. Why did you choose this program over other programs? _____
_____

21. Are you currently receiving any kind of financial or other assistance from:
    a. Vocational Rehabilitation
    b. VA
    c. Social Security
    d. Other (specify)

22. How many hours per day do you attend vocational classes? _____

23. Where are vocational classes held? _____

24. How were you selected for the program? _____
_____

25. How valuable is (are) the vocational program or course(s) to you?

26. How are the courses taught?

a. as an on-the-job experience with a supervisor

b. in a classroom/lecture situation

c. on an individualized basis

d. other (specify) _____

27. How well are you progressing in the program or course?

28. How could the program or courses be improved? _____

_____

29. How could inmate enrollment be increased? _____

_____

30. Does the program offer work experience or on-the-job training?

_____

a. If so, who is eligible and how long does it last?

_____

31. Do you feel that this program is better preparing you for life on the outside? If so, how? _____

_____

32. Have you received job counseling since you have been imprisoned?

a. If so, by whom? _____

b. Please describe the counseling that you received. _____

_____

_____

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Code: _____

INDIVIDUAL EDUCATIONAL INTERVIEW GUIDE
JUVENILE

1. Age

   a. under 16
   b. 16
   c. 17
   d. 18
   e. 19
   f. 20 or over

2. Highest grade you completed in school?

   a. no formal schooling
   b. 0
   c. 1
   d. 2
   e. 3
   f. 4
   g. 5
   h. 6
   i. 7
   j. 8
   k. 9
   l. 10
   m. 11
   n. High school diploma
   o. 1 year above high school
   p. 2 years above high school
   q. 3 years above high school
   r. 4 years above high school (college degree)
   s. more than 4 years above high school

3. Where did you receive your education beyond high school?

   a. two-year community college or technical school
   b. four-year college or university
   c. military technical training
   d. trade or vocational school
   e. other (specify) _____

4. Race _____

5. Marital Status
   a. married
   b. single
   c. widowed
   d. divorced
   e. separated

6. How many children do you have? _____

7. Last full-time job _____

8. How long were you employed? _____

9. Approximately how many years have you spent in employment excluding any employment within the juvenile or prison system? _____

10. If you worked full-time, what was your last weekly salary?
   a. under $50
   b. $50 -$65
   c. $66 -$80
   d. $81 -$100
   e. $101-$125
   f. $126-$145
   g. $146-$165
   h. $166-$185
   i. $186-$205
   j. $206-$230
   k. $231-$250
   l. $251-$310
   m. $311-$410
   n. $411-$500
   o. $500 or over

11. What were you doing at the time you were incarcerated?
   a. working (a-full time, b-part time)
   b. unemployed
   c. student
   d. other (specify) _____

12. How many times have you been incarcerated as a juvenile or adult offender? _____

13. For what reason were you sentenced this time? _____

14. What is the minimum length of your sentence? _____

15. How much time have you served of your current sentence? _____

16. Have you ever taken vocational courses outside the center?

_____Yes _____No

17. Are you enrolled in a vocational program inside the center?

_____Yes _____No

18. If yes, which one? _____

a. How long does it last? _____

19. Why are you enrolled in the program? _____

_____

20. Why did you choose this program over other programs? _____

_____

21. Are you currently receiving any kind of financial or other assistance from:

a. Vocational Rehabilitation

b. VA

c. Social Security

d. Other (specify)

22. How many hours per day do you attend classes? _____

23. Where are classes held? _____

24. How were you selected for the program? _____

_____

25. How valuable is (are) the course(s) to you?

26. How are the courses taught?

a. as an on-the-job experience with a supervisor

b. in a classroom/lecture situation

c. on an individualized basis

d. other (specify) _____

27. How well are you progressing in the course? _____

28. How could the courses be improved? _____

_____

29. How could enrollment be increased? _____

_____

30. Does the program offer work experience or on-the-job training?

_____

a. If so, who is eligible and how long does it last?

_____

31. Do you feel that these courses are better preparing you for life on the outside? If so, how? _____

_____

32. Have you received job counseling since you have been in this facility?

a. If so, by whom? _____

b. Please describe the counseling that you received. _____

_____

_____